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ABSTRACT

Intended primarily for directors and coordinators of cooperative education at New York two-year colleges, this guide presents a systematic approach to development of cooperative education and provides means for review and improvement. Part 1 offers results of a statewide survey of two-year colleges in New York regarding work experience options and cooperative education offered, review of literature on cooperative education, a systems definition of cooperative education, and issues in cooperative education. In part 2 two-year college cooperative education options are discussed that illustrate the range of practices in use in New York. Six factors that provide a focus for program development are used as major headings for discussion--administrative structure, quality and growth, evaluating the work experience, job development, college support, and student concerns. Under each heading components are discussed in alphabetical order. Part 3 suggests procedures for dealing with three basic concerns of directors of cooperative education: resources, support, and career opportunities. Evaluation of cooperative education is the focus of part 4. Appendixes, amounting to over one-half of the report, include an annotated bibliography, discussion of Appalachian Regional Commission and Comprehensive Employment and Training Act funding, suggested curriculum for pre-cooperative course, and sample forms. (YLB)

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COOPERATIVE EDUCATION IN YR. COLLEGES

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COOPERATIVE EDUCATION IN 2 YR. COLLEGES

GUIDELINES FOR PROGRAM DEVELOPMENT

Research Pub. 80-8

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	v
PREFACE	vii
PART I OVERVIEW OF COOPERATIVE EDUCATION	1
New York Survey	1
Literature Review	8
A Systems Definition	10
Issues in Cooperative Education	15
PART II TWO-YEAR COLLEGE COOPERATIVE EDUCATION OPTIONS	17
Administrative Structure	18
Quality and Growth	29
Evaluating the Work Experience	34
Job Development	35
College Support	37
Student Concerns	39
PART III MAKING COOPERATIVE EDUCATION WORK	43
Resources	44
Support	51
Student Career Opportunities	52
Other Concerns	53
PART IV EVALUATION OF COOPERATIVE EDUCATION	57
APPENDICES	65
Annotated Bibliography	67
ARC and CETA Funding	73
Pre-cooperative Course	99
Forms	103

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PREFACE

Cooperative education at two-year colleges has generally followed the four-year institution model or the secondary vocational education model. In recent years, a two-year college model has been emerging. The model is based on the concept that cooperative education is a strategy of education which offers a systematic development of specific objectives to integrate academic study with a related work experience. This offers the student an opportunity to explore career options as well as study particular occupations in depth. Cooperative education is the vehicle whereby colleges and employers can collaborate to provide an alternative educational strategy to assist students in meeting these educational and career objectives.

This Guide is intended primarily for directors and coordinators of cooperative education at two-year colleges in New York State. It presents a systematic approach to the development of cooperative education and provides means for review and improvement. An appended bibliography gives references for further information.

The objectives of the Guidelines are:

1. To assist in defining the goals, functions and characteristics of cooperative education.
2. To provide a means of determining whether a work experience program meets the criteria for cooperative education.
3. To provide options for cooperative education at two-year colleges.
4. To provide instruments and suggestions that may be used to assess and administer cooperative education.

Part I

OVERVIEW OF COOPERATIVE EDUCATION

Introduction

Cooperative education and other experiential programs have grown rapidly during the past two decades especially at the two-year colleges. Because of the lack of uniform criteria to define cooperative education, it has become increasingly difficult to differentiate it from other experiential programs.

Cooperative education is a systematic educational process where the college and community collaborate to provide opportunities for students to integrate theory and practice at the two-year college. As a system or method to deliver instruction, cooperative education can be incorporated into a number of, if not all, instructional programs. Other experiential programs rely on the cooperative feature and may have some of the characteristics of cooperative education.

New York Survey

A statewide telephone survey of two-year colleges in New York State during November and December of 1978 revealed that twenty-six community colleges, seven private colleges and five agricultural and technical colleges had a work experience option for students. The survey also revealed that many persons directing work experience programs at two-year colleges were uncertain about whether their model met the criteria for "cooperative education."

From a follow-up mailed survey in 1979, 156 courses that had a work experience component were identified at 29 of the 33 two-year colleges responding. Total student enrollment in these programs was 16,648 with

7,762 (47%) involved in work experience. Survey respondents classified their programs as cooperative education, field experience and other.[1] An analysis of their responses revealed the following distribution:

Table 1

Enrollments in Work Experience Programs at Selected Two-year Colleges

	Cooperative Education	Field Experience	Other	Total
Program enrollment	6538	8935	1175	16,648
Work experience enrollment	3212	3521	1039	7,772
Percentage	49%	39%	88%	47%

Seventy-seven programs were identified by respondents as having a cooperative education component. In 26 of these programs students were required to participate in cooperative education. Participation was optional in the other 51 programs. Students were paid in 53 of the programs. Credit ranged from one to thirteen hours with grades provided for the work experience in 62 of the programs. Weeks and hours worked were variable with a range of 3-16 weeks and 7-40 hours worked per week. The majority of the students worked 30 hours or more per week. In 53 of the programs, the work experience was conducted off-campus. Table 2 displays the characteristics of the work experience programs at two-year colleges responding to the survey.

Fifty-one programs were identified by respondents as having a field experience component different from the cooperative work experience. Thirty of these programs required the students to take the field experience option and in only 21 of these programs were students paid. Credit ranged

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[1] Cooperative Education in Two-year Colleges in New York State. Final Report. Ithaca, N.Y.: Cornell Institute for Occupational Education, Cornell University, 1980.

from zero to twelve hours with grades provided in 30 of the field experience programs. Weeks and hours worked were also variable with a range of 8-30 weeks and 5-40 hours per week. The field experience was conducted off-campus in 36 of the programs. Table 2 displays the characteristics of the field experience programs at two-year colleges responding to this survey.

Twenty-eight programs were identified by respondents as having a work experience component different from cooperative education or field experience. Students were required to complete the work experience in 21 of the 28 programs, but students were paid in only four of the programs. Credit ranged from zero to fourteen hours with grades given for the work experience in seventeen of the programs. Weeks and hours worked were extremely variable with 1-50 weeks and 4-50 hours per week. Twenty-five of the programs conducted the work experience off campus. Table 2 displays the characteristics of the other work experiences at two-year colleges responding to the survey.

A reexamination of the surveys (original 33 plus one late return) using the working definition developed for the New York State Two-Year College Cooperative Education Study revealed that additional programs (102 instead of 77) could be classified as having a cooperative education component. This increases the number of students in programs with a cooperative education component by 3860, which doubles the number of potential cooperative education students at these two-year colleges. The thirty-four colleges responding to the survey represent approximately sixty-five percent of the two-year colleges in New York State. An estimated total population at two-year colleges in New York State for 1980 of 157,000 indicates a substantial pool of students for cooperative education.

Table 2

Cooperative Education and Other Work Experience Programs
at Twenty-nine Two-year Colleges in New York State 1978-79

Subject	Number of Programs	Students Participating	Years of Program Operation	Average or Range of Credit Offered	Number of Programs Reporting: Grades Assigned for Work Experience	All Students Paid	Some Students Paid	No Students Paid	Work Experience Required	Shortage of Sites
Accounting										
cooperative ed.	6	300	1/2 - 7	6.5	4	4	2	0	1	1
field experience	2	10	1	0-3	0	1	0	1	0	0
Agriculture		(average)								
cooperative ed.	4	10	3	3	4	4	0	0	1	0
Ag. Business										
cooperative ed.	1	5	3	3	1	1	0	0	0	0
Ag. Engineering										
other work experience	1	35	10	1	1	0	1	0	1	0
Animal Husbandry										
other work experience	1	12	2	5	1	0	1	0	1	0
Automotive Tech.										
field experience	1	32	3	1-12	1	0	1	0	0	0
other work experience	1	40	2	0	0	1	0	0	1	0
A.V. Communication										
cooperative ed.	2	11	3	2	2	0	2	0	0	1
Banking										
cooperative ed.	1	2	5	6	0	1	0	0	0	0
Billingual Ed.										
cooperative ed.	1	105	7	3	1	0	1	0	1	0
Building Construction										
cooperative ed.	1	10	2	3	1	1	0	0	0	0
Business Administration										
cooperative ed.	7	390	1/2 - 7	3.5	5	6	1	0	1	1
field experience	3	62	2	a	1	1	1	1	0	0
other work experience	1	6	6	3	1	0	0	1	1	0
Business & Social Science										
cooperative ed.	1	77	3	4	1	1	0	0	0	0
Child Development										
cooperative ed.	1	48	6	3	1	0	1	0	1	0
other work experience	3	139	6 - 20	3	2	0	0	3	2	0
Communications/Media										
field experience	3	104	2	1-3	2	0	0	3	2	0
Court Reporting										
cooperative ed.	1	30	3	1	1	0	1	0	0	0
Criminal Justice										
cooperative ed.	2	5	New - 3	6.5	2	2	0	0	0	1
field experience	2	37	5	0-3	0	0	0	2	1	0
other work experience	1	30	15	0	0	1	0	0	0	0
Data Processing										
cooperative ed.	3	235	3 - 7	3.5	2	2	1	0	1	1
field experience	4	99	2	0-12	3	0	1	3	2	0

[a]A blank space indicates no data available.

Subject	Number of Programs	Students Participating	Years of Program Operation	Average or Range of Credit Offered	Number of Programs Reporting: Grades Assigned for Work Experience	All Students Paid	Some Students Paid	No Students Paid	Work Experience Required	Shortage of Sites
Dental Assistant										
field experience	1	25	5	6	1	0	0	1	1	0
Dietic Tech.										
field experience	1	16	3	6	1	0	0	1	1	0
Drafting										
field experience	1	15	7	1	1	0	0	1	1	0
Ecological & Environ. Tech.										
field experience	1	64	6	2 - 4	1	0	0	1	1	0
Electrical Tech.										
cooperative ed.	1	3	3	2	1	1	0	0	0	1
field experience	1	28	2	1 - 12	1				0	0
Electronics										
field experience	1	6	7	1	1	0	0	1	1	0
Equipment Tech.										
other work experience	1	15	1	0	0	0	1	0	0	0
Fashion										
field experience	2	520	2 - 20	0 - 3	1	1	1	0	2	1
Food Science										
cooperative ed.	3	48	1/2 - 6	7.5	2	2	1	0	1	0
Food Services										
field experience	3	77	2	0 - 4	2	0	1	2	2	0
other work experience	3	166	2 - 10	0 - 4	1	1	0	2	2	1
Forestry										
field experience	1	312	33	2 - 5	1	0	0	1	1	0
Graphics Com. Design										
cooperative ed.	1	8	2	3	1	1	0	0	0	0
Handicapped Program										
cooperative ed.	1	40	1	0	1	0	1	0	0	1
Heating & Air Conditioning										
field experience	1	13	7	1	1	0	0	1	1	0
Hotel Tech. & Tourism										
cooperative ed.	1	4	1	7.5	1	1	0	0	0	0
field experience	3	433	18	3 - 7	2	1	2	0	2	0
Humanities										
cooperative ed.	1	4	3	4	1	1	0	0	0	0
Human Services										
cooperative ed.	4	381	1/2 - 7	6.5	4	2	2	0	2	1
field experience	2	126	9	0 - 9	1	0	1	1	1	0
Ind. & Constr. Apprenticeship										
other work experience	1	250	25		0	1	0	0	1	0
Insurance										
cooperative ed.	1	1	5	6	0	1	0	0	0	0
Interior Design										
cooperative ed.	1	11	3	3	1	0	1	0	0	0
Lab Technician										
cooperative ed.	2	6	New - 4	7.5	2	1	1	0	0	0
field experience	1	71	2	3	0	0	1	0	0	0

Subject	Number of Programs	Students Participating	Years of Program Operation	Average or Range of Credit Offered	Number of Programs Reporting: Grades Assigned for Work Experience	All Students Paid	Some Students Paid	No Students Paid	Work Experience Required	Shortage of Sites
Liberal Arts										
cooperative ed.	2	271	7	3	1		1		1	0
field experience	2	43	3	0 - 3	0	0	1	1	0	0
Library Science										
other work experience	1	3	6	3	1	0	0	1	1	0
LPN										
field experience	1	30	10+	0	0	0	0	1	1	0
other work experience	1	50	11	10 - 14	1	0	0	1	1	0
Machine Tech.										
cooperative ed.	1	10	3	1	1	1	0	0	0	1
field experience	1	5	1	1	1	0	0	1	1	0
Marketing										
cooperative ed.	3	43	1/2 - 3	2.5	2	2	1	0	1	0
field experience	1	90	12	3	1	1	0	0	1	0
Medical Lab. Tech.										
cooperative ed.	1	8	3	2	1	1	0	0	0	1
field experience	2	12	4	0 - 6	1	0	0	2	1	0
other work experience	2	35	3 - 10	1 - 13	1	0	0	2	2	0
Merchandise										
other work experience	1	8	6	3	1	0	1	0	1	0
Mortuary Science										
other work experience	1	27	8	3	0	0	1	0	1	0
Nursing										
field experience	1	1064	10	7 - 8	1	0	0	1	1	0
Occupational Therapy										
cooperative ed.	1	140	7	3	1	0	1	0	1	0
field experience	1	25	4	6	1	0	0	1	1	0
Physical Therapist Assist.										
other work experience	1	53	7	1 - 10	1	0	0	1	0	0
Plant Science										
other work experience	1	5	2	5	1	0	1	0	1	0
Recreation										
cooperative ed.	1	6	3	2	1	1	0	0	0	1
field experience	3	102	5	0 - 6	2	0	2	1	3	0
Retailing										
cooperative ed.	6	221	4 - 12	4.5	3	6	0	0	5	0
field experience	2	80	5 - 8	3	1	1	1	0	1	0
other work experience	1	50	3	4	0	0	1	0	0	1
Sciences										
cooperative ed.	1	3	3	4	1	1	0	0	0	0
Secretarial										
cooperative ed.	6	593	New - 9	6.5	5	4	1	1	3	1
field experience	2	17	2	0 - 1	1	0	0	2	1	0
other work experience	3	98	5 - 10	1 - 3	2	0	0	3	2	0

Subject	Number of Programs	Students Participating	Years of Program Operation	Average or Range of Credit Offered	Number of Programs Reporting: Grades Assigned for Work Experience	All Students Paid	Some Students Paid	No Students Paid	Work Experience Required	Shortage of Sites
Secretary Legal										
cooperative ed.	1	4		1	0	0	0	1	1	0
Sec.Medical, Med. Records										
cooperative ed.	2	39	- 6	1 - 4	1	1	0	1	2	0
field experience	1	3	2	6	0	1	0	0	0	0
other work experience	1	8	6	3	1	0	0	1	1	0
Service Tech.										
cooperative ed.	1	10	3	2	1	0	1	0	1	1
Social Science										
cooperative ed.	2	51	3	3.5	2	2	0	0	0	1
other work experience	2	9	6	3	2	0	0	2	2	0
Teacher Ed.										
cooperative ed.	1	61	3	4	1	1	0	0	0	0
Water Management										
cooperative ed.	1	18	3	2	1	1	0	0	1	1

Literature Review

This confusion of what is cooperative education is not merely a local phenomenon. The literature on cooperative education indicates that ambiguities exist nationwide. Even the legislative definitions tend to foster numerous and divergent interpretations. There are two relevent Acts offering slightly different emphases on cooperative education. In the Higher Education Act Amendments of 1976, Title VIII defines cooperative education as those programs that:

> shall provide alternating periods of academic study and public or private employment. The latter affording students not only the opportunity to earn the funds necessary for continuing and completing their education but, so far as practicable, giving them work experience related to their academic or occupational objectives.

In the 1976 Amendments to the Vocational Education Act of 1963, cooperative education is defined as:

> a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative programs.

The cooperative education director needs to match the particular funding source definition when requesting funds. Title VIII of the Higher Education Act from the United States Office of Education (USOE) allows greater flexibility in the use of funds than the Vocational Education Act. Funds requested from the State Education Department (NYSED) are generally supplied from the Vocational Education Act. Therefore they are restricted to occupational programs.

There are frequent additions to and permutations of the Acts in the literature as well as independent definitions, but this diversity is not necessarily a weakness. As the authors of the 1975 National Cooperative Education Planning Study point out, a cooperative education program should be tailored to the "unique philosophies and environments, particular student body characteristics and varying courses of study at a particular school." While diversity accommodates differences among students and programs, however, there is also a need for a general definition. This would help to increase understanding and improve decision-making at all levels.

A definition developed by the National Commission for Cooperative Education is reproduced here to indicate current national thinking about cooperative education.

> Cooperative education represents a working partnership in which an educational institution joins with an employer in a structured relationship. Its basic purpose is that of providing a means whereby a student can combine study at the institution with a work experience which is under the supervision of the employer in order to fulfill the total requirements of a particular educational program. Students engaged in such a program must be regularly matriculated students at the institution as defined by the institution.
>
> The requirements of a cooperative education program include the successful completion of a specific combination of alternating classroom and work experiences, being as frequent as morning and afternoon patterns or following the more traditional alternation of a full college term or terms. The total work experience is of sufficient duration to be considered a meaningful part of the program in which the student is enrolled and is evaluated by the institution, the employer, and the student. Work experiences must be preceded by a consultation between the student and a staff member of the institution and/or work employer at which time the objectives of the work experience are discussed. A work experience should neither precede the first academic term of the student nor be initiated following graduation at the degree-granting institution, unless such student is involved in an articulated cooperative education program.

Whether cooperative education is mandatory or voluntary at an institution, student participation in work experience should be considered a regular part of the degree program in the same sense as any of the institution's academic offerings.

Work experiences are to be appropriately related to the educational and career objectives of the particular student and at a rate of pay comparable to employees who do similar work. However, a student may work without pay for a social welfare or educational organization provided that the position is not one for which other persons are compensated by the organization. Some of the activities which would not be considered appropriate cooperative education experiences are life experiences, field trips, recreational experiences, independent study, surveys and travel.

It is expected that there will be various cooperative education models including the use of mandatory or voluntary options, credit or noncredit for the work experiences, and differences in the number, duration, and schedule of work experiences. Regardless of the model, the institution's calendar shall provide for a continuous and orderly advancement toward a degree for a cooperative education student.

A Systems Definition

With this definition, cooperative education can be viewed from a systems perspective, thus alleviating much of the confusion about the nature of cooperative education. The major elements of previous definitions and the literature can be consolidated into the following categories: Goals - Functions - Components.

A. Goal of Cooperative Education

1. To provide an opportunity for intellectual, career and personal development by integrating class study with closely related work experience that will enable the student to explore careers and/or prepare for

specific occupations in line with the college mission to increase and improve community-college interactions.

B. Functions of Cooperative Education

1. Student-oriented functions. Students have an opportunity to:
   a. Explore and identify career goals in relation to interests, aptitudes and abilities
   b. Combine classroom learning with a related work experience
   c. Enhance human understanding through interactions with fellow workers and employers
   d. Increase motivation through integration of work and study
   e. Develop job competencies
   f. Develop career and life skills
   g. Provide for or augment financial resources
   h. Improve job placement and advancement opportunities
   i. Prepare for upward mobility

2. College-oriented functions.
   a. Improve college-community relations and encourage community support
   b. Relate classroom learning to job requirements
   c. Provide a means to increase enrollment
   d. Provide a means to obtain more state and federal funding
   e. Reduce capital outlay for equipment, labs, etc.
   f. Provide an opportunity to meet affirmative action mandates
   g. Provide minorities, women and handicapped with opportunities for career exploration

h. Keep institution abreast of current developments in business and industry
i. Improve college-employer relations
j. Enhance job placement ability

3. Employer-oriented functions
   a. Reduce training costs
   b. Facilitate recruitment and retention
   c. Provide motivated employees
   d. Improve image in the community
   e. Provide an approach to meeting affirmative action mandates
   f. Provide good public relations

C. Components of Cooperative Education

The core characteristics are:

1. Cooperative education is a joint undertaking between an employer and an educational institution that includes school instruction and work experience.
2. The work experience takes place in a "natural work setting"; i.e., the student's work experience should resemble a typical job as closely as possible in both the duties and the location of the experience. The work experience is not a simulation, nor is it designed to "make" work for the student.
3. The student works as a "regular employee": i.e., the student assumes real job responsibilities, including regular attendance and punctuality, and meets specific job requirements.
4. The work experience is within the area of the student's tentative career choice.

5. The school instruction and work experience must be "integrated."

   The classroom component and the work experience must be relevant and applicable to each other; that is, they supplement and complement each other. This may be accomplished through written objectives or in consultations among the student, the coordinator or staff member and the employer. Integration requires that there be a continuous and orderly advancement toward a degree for the cooperative education student.

Optional characteristics. The following characteristics are sometimes included in definitions.

1. The student must be paid for work experience.
2. The work experience is mandatory.
3. Work experience occurs after a semester or quarter of college program work.
4. The program must be overseen by an advisory committee.
5. The program must be evaluated against set criteria.
6. College credit is provided for the work experience phase.

To say that the above characteristics are optional is not to deny their importance. They may profoundly influence the successful operation of a cooperative education program. It is appropriate to include them in the definition of particular programs but they do not add to--and may unfairly restrict--the overall concept of cooperative education. For example, requiring that students be paid may eliminate work in service organizations in which people often work for free. The core characteristic "natural work setting" should ensure payment where payment is important in enhancing the realism of the job. At the local level, on the other hand, it may be important to include pay in the definition, particularly if financial remuneration is set as a program goal.

Figure 1 may be used to establish whether a work experience offering is also a cooperative education offering. Any check in the "NO" column means that the offering does not conform with the definition in this guide.

Figure 1

Cooperative Education Work Experience Checklist

		Yes	No
1.	Is the work experience a joint undertaking? Does the employer have any responsibilities with respect to the work experience other than providing a place of employment (e.g., evaluating students or providing a variety of experiences)?	___	___
2.	Does the student work in a "natural setting"? Is the job one that was not created specifically for students (i.e., would someone other than a student perform the same tasks if the student were not available)?	___	___
3.	Is the student a "regular employee"? Would an outside observer perceive the student--whether part-time or full-time--to be a regular employee (e.g., on the basis of the nature of tasks being performed relative to experience, and on the basis of treatment by the employer and fellow employees)?	___	___
4.	Does the work experience match the student's tentative career choice?	___	___
5.	Are the classroom and work experience integrated? Are the classroom component and work experience relevant and applicable to each other?	___	___

Issues in Cooperative Education

As its complex definition suggests, cooperative education is extremely controversial and, as with any controversial topic, there are a number of issues involved. Figure 2 lists fifteen issues of concern to directors and coordinators of cooperative education programs identified in the New York State Study (1979).

Figure 2

Issues in Cooperative Education

	Number of Colleges rating issue high*
1. Locating suitable employers	18
2. Constructing evaluation measures	17
3. Integrating the job site component with the classroom component	16
4. Matching the job site component with the students' career path	16
5. Determining an equitable system for assigning academic credit	15
6. Adjusting academic schedules to accommodate work experience programs	15
7. Placing students at appropriate levels at job site	12
8. Expanding the work experience program	11
9. Obtaining funding for administration of work experience program	7
10. Maintaining the same employers for the job site components	7
11. Equal opportunity in work experience program	7
12. Lack of college administrative support and understanding	5
13. Lack of college faculty support and understanding	5
14. Student salaries	2
15. Providing for student transportation to job site	1

* n = 21 (2 of 23 respondents did not rate issues)

These results indicate that the most important concerns were about program quality; that is, how to make the work experience worthwhile to the student, integrate it with the college and evaluate it for credit.

A factor analysis was performed on the rating of the fifteen issues to investigate whether there were underlying factors that might serve as a focus for program development. The names for these six factors are based on the issues most clearly related to them. Issues are listed in parentheses.

Administrative matters (obtaining funding, student transportation, equal opportunity)

Quality and growth (job-career match, job-class integration, maintaining employers, expanding programs)

Job development (locating suitable employers, placing students at appropriate levels, equal opportunity concerns)

Evaluating work experience (constructing evaluation measures and assigning credit)

College support (administrative and faculty support)

Student well-being (student salaries, suitable employers)

The reduction of fifteen issues to six indicates that some issues are highly interrelated. These issues provide a focus for program development and improvement. Part II provides options for cooperative education at two-year colleges based upon these issues and the previously discussed components.

Part II

TWO-YEAR COLLEGE COOPERATIVE EDUCATION OPTIONS

This section presents a systematic approach to facilitate the review of cooperative education at two-year colleges. Factors identified in Part I are used as major headings for discussing components of cooperative education at two-year colleges in New York State (CIOE, 1979). Under each heading components are discussed in alphabetical order.

Various methods of dealing with cooperative education concerns are discussed. The options presented illustrate the range of practices in use in New York State as observed during the 1979 study.

Although it is convenient to give structure to cooperative education by classifying it as a program, it probably should be classified as a system for the delivery of instruction. As a system or method to deliver instruction, cooperative education can be incorporated into a number of programs. Cooperative education can then be a process of developing and integrating skill and knowledge competencies into performance. The national symbol for cooperative education represents the balance between work and education (theory and practice).

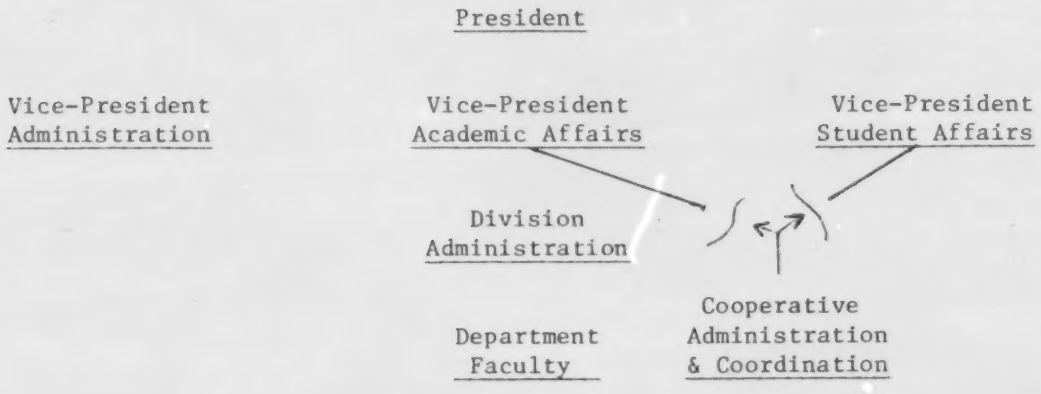
ADMINISTRATIVE STRUCTURE

Cooperative education at two-year colleges can have a centralized or decentralized structure. Options A and B display a centralized structure, option C a decentralized structure. Options A and B provide the alternative for cooperative education director to report to the office of academic affairs. Reporting to the office of academic affairs provides a closer association with traditional academic endeavors and administrative procedures. Administrative and academic matters can generally be handled more efficiently through the office of academic affairs. Since the work experience is a part of the learning process, there is a strong argument for professionals being aligned with the teaching faculty.

Reporting to the office of student affairs provides for direct contact with placement, counseling, financial aid and other student services. This alternative improves the day-to-day coordination of these activities for cooperative education students.

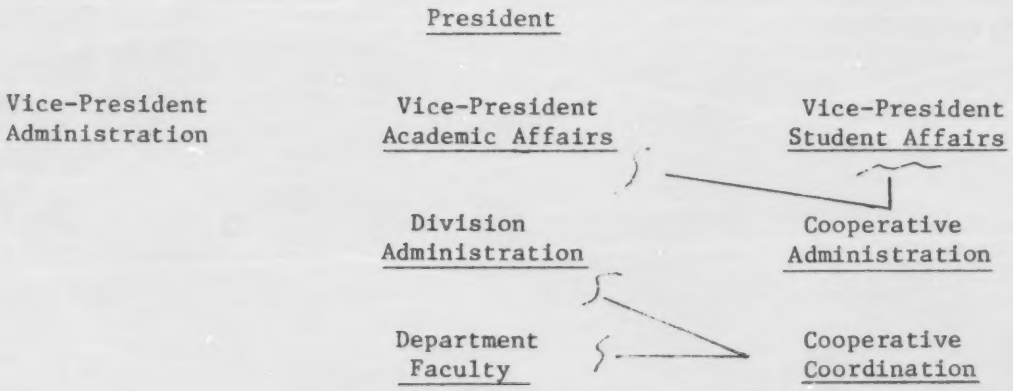
Locating the cooperative education department in the college structure should be based on the philosophy and policy of the local two-year college. Regardless of the administrative organization, the cooperative education director should develop and maintain effective working relations with the faculty and staff of both offices.

Option A. Centralized administration and coordination.



Option A provides for efficient administration of cooperative education with administration and coordination in one unit. The main disadvantage to this option is that department faculty have no vested interest. Measures need to be instituted to enlist and maintain faculty support.

Option B. Centralized administration, decentralized coordination.



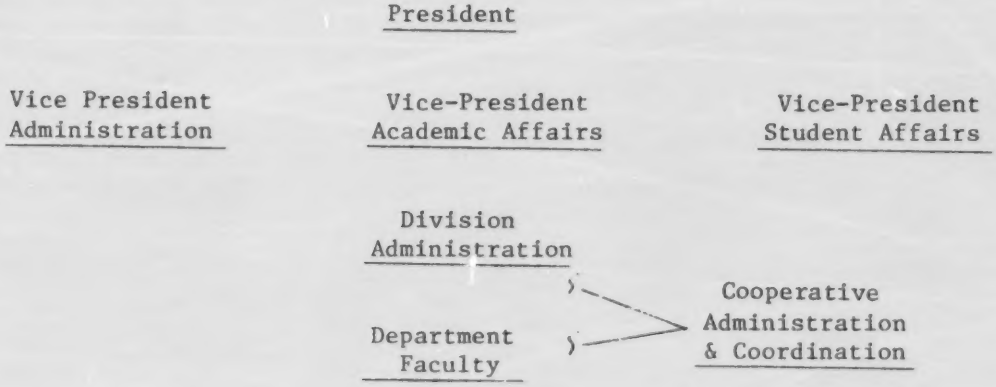
In option B, the director reports to either the office of academic affairs or student affairs and maintains close liaison with department heads and faculty. Faculty members become faculty coordinators and monitor students when they are on the cooperative work assignment.

Option B provides the special advantage of providing opportunities for close working relations among all parties. Strong communication linkages and good rapport need to be maintained. This option provides

an opportunity for optimal merging of work and study by combining instruction and coordination at the department level. This removes the dichotomy between cooperative education coordination and teaching. This also provides opportunities for faculty members to keep abreast of current practices.

Locating the cooperative education department in the college structure should be based on the philosophy and policy of the local two-year college. Regardless of the administrative organization, the cooperative education director should develop and maintain effective working relations with the faculty and staff of both offices.

Option C. Decentralized administration and coordination.



Option C provides a viable option for two-year colleges with restricted resources for cooperative education. The responsibility and administration of cooperative education are handled by division staff and/or department faculty. Faculty coordinators monitor students on work experience and handle routine cooperative education matters. This fosters commitment by the faculty. The major disadvantage of this option is that it may fragment the cooperative effort by increasing competition among departments.

Advisory Committee

Option A. Departmental committees. A departmental advisory committee can provide advice and counsel regarding the cooperative education concerns of the department. The cooperative education director can be invited to committee meetings. This option minimizes potential of duplication of effort by committee members and keeps department staff involved in cooperative education matters. The director should maintain a number of individuals who are available to consult on an informal basis.

Option B. Cooperative education committee. The formally organized advisory committee is an effective way to develop and cement the relationship between education and industry. Members should be drawn from the following groups: potential employers, administration, faculty, local unions, Chamber of Commerce, CETA and other agencies.

The advisory committee offers useful assistance in both the substantive and the public relations aspects of the program. Continuous communications should be maintained by discussing ideas, plans and program needs with the individual members, but the director is ultimately responsible for the program. The following points deserve special emphasis:

1. The director recruits and recommends members for the advisory committee.
2. Members are officially appointed to the advisory committee by the college president.
3. Regular meetings are well-structured. Two per year are planned, with additional meetings only when necessary.
4. Minutes of meetings and official correspondence are kept on file.
5. Advice, suggestions and recommendations are weighed carefully.
6. Members are informed regarding actions taken on their recommendations.

Assistance

Information on planning and developing the cooperative education program can be obtained from:

Center for Cooperative Education
Northeastern University
503 Stearns Hall
360 Huntington Avenue
Boston, Massachusetts 02115

National Commission for Cooperative Education
360 Huntington Avenue
Boston, Massachusetts 02115

Southeastern Center for Cooperative Education
LET 285
University of South Florida
Tampa, Florida 33620

Consultants from the Center for Cooperative Education and directors of successful programs in New York State are available for consultation during program development. Consultants from these organizations can be used periodically for program evaluation and staff development.

Budget

The budget should cover twelve months because the cooperative education office is open all year. Students are on cooperative work experiences during fall and spring semesters as well as during the summer term. The budget should include money for:

- Professional salaries including fringe benefits
- Secretarial, clerical and other support salaries
- Contracted services--consultant and other
- Travel--staff and consultants
- Office expenses
- Equipment

- Contracted services
- Classroom and teaching supplies
- Other

Typical funding support for development of cooperative education comes from two sources: the Vocational Education Act (VEA) of 1963 as amended by the Educational Amendments of 1976 (Title II) and 1976 Amendments to the Higher Education Act, Title VIII. Both funding sources require that proposals be developed and submitted for funding. Request for Proposals guidelines are available from each agency. The RFP's contain directions and requirements for proposal development.

VEA funding proposals for the next academic year are usually due in early Spring. They are sent to the Bureau of Grants Administration, New York State Education Department. Title VIII funding proposals for the next academic year are usually submitted to USOE in mid-winter. Addresses for these are:

Grants Administration Unit
New York State Education Department
Cultural Education Center
Albany, New York 12230

Cooperative Education Branch
Division of Training & Facilities
U.S. Office of Education
Washington, D.C. 20202

Funds for program maintenance are generally secured on a basis of full time equivalent (FTE) student enrollment. Additional funds for cooperative education may be obtained through the Comprehensive Employment and Training Act (CETA) and, in some counties, through the Appalachian Regional Commission (ARC). Applications for funding and managing CETA and ARC proposals can be coordinated by the cooperative director. The director working in conjunction with department faculty, employers, the Local Development District (LDD) and the CETA prime sponsor prepare proposals for funding.

These funding sources recommend a maximum collaboration of effort to provide job training and employment opportunities for economically disadvantaged, unemployed and underemployed persons.

These funds can be used by the various departments for employment and training services such as employment orientation, assessment of personal abilities, counseling, job development and other supportive services for the students. Funds can also be used to pay for tuition assistance, staffing, equipment purchases, coordination, etc. Refer to Appendix 2 for details.

Calendar

Alternate and parallel options are available to meet the work experience requirement. All entering freshmen should participate in full-time study during their first semester at the college. Various calendar options are available depending upon each department's course offerings. The student may select one or two cooperative field experiences under the alternating or parallel plan. Two experiences are necessary to qualify under Title VIII.

The Alternating Plan. This plan operates as follows: Full-time jobs meeting college requirements are obtained by the college in industrial concerns, business firms, government agencies or service organizations. Assignments can be shared by alternating students. While some students are working on the jobs, the others are attending classes. Options A and B indicate possible calendar patterns for students planning to register for two co-op field experiences.

OPTION A	Fall	Spring	Summer
Freshman	Study	Study	Co-op
Sophomore	Study	Co-op	Study

OPTION B

	Fall	Spring	Summer
Freshman	Study	Co-op	Study
Sophomore	Co-op	Study	Study

Option C indicates possible calendar patterns for students planning to register for one co-op field experience:

OPTION C

	Fall	Spring	Summer
Freshman	Study	Co-op or Study	Co-op or Study
Sophomore	Co-op or Study	Study	

The Parallel Plan. This plan operates as follows: A part-time job meeting college requirements is obtained by the college in an industrial concern, business firm, government agency, educational or service organization. The student will work part-time while attending college.

OPTION A

	Fall	Spring	Summer
Freshman	Study	Study / Co-op	Vacation or full-time co-op
Sophomore	Study / Co-op	Study	

OPTION B

	Fall	Spring	Summer
Freshman	Study	Study	Vacation or full-time co-op
Sophomore	Study / Co-op	Study / Co-op	

The parallel plan is suitable for the employer who can use students on a part-time basis. Normally the student works one-half day and attends college one-half day. Students must work with their coordinators when arranging college schedules. It is best when following the parallel plan to schedule either all morning or all afternoon work experiences.

Coordinator or Director of Cooperative Education

The director plays many roles, including educator, administrator, placement counselor, public relations specialist, consultant, arbitrator and referral agent. The director maintains harmonious relationships with faculty coordinators, employers, students and the administration. As the key organizer and leader of the cooperative endeavor, the director is responsible for insuring that classroom learning is integrated with the work experience in order to accommodate the special needs of each student. The director establishes priorities, develops objectives for the program curriculum (pre-cooperative course and work seminar), designs strategies to meet these objectives, supervises the program and ultimately evaluates the activities.

The following lists areas of concern for the director or coordinator and outlines some of the duties involved.

A. Students
   1. Recruits, interviews and selects
   2. Orients students to the world of work
   3. Instructs and evaluates student in pre-cooperative course and work experience seminar
   4. Maintains records on each student
   5. Develops a student handbook in conjunction with department faculty
   6. Conducts follow-up studies

B. Industry

1. Maintains current contacts and initiates new ones
2. Secures work assignments and job descriptions
3. Insures that company supervisors can train, supervise and evaluate student workers
4. Meets with advisory committees
5. Promotes cooperative education in the business and civic communities

C. College

1. Periodically reports progress of the program
2. Chairs committee on cooperative education
3. Reports to academic vice-president
4. Meets with deans and faculty to discuss program, curriculum alternatives and other matters
5. Formulates budget for program
6. Determines need of and provides for staff development needs of faculty regarding cooperative education

D. Professional Organizations

1. Maintains membership in Cooperative Education Association--state and national
2. Attends cooperative institutes and training programs to update competencies
3. Maintains contact with directors in other colleges
4. Reviews current literature

Curriculum

The curriculum for each department is the vehicle to display the integration of classroom and work experience. The individual department faculty should decide which competencies are required for graduation. Current occupational analyses can be used as a basis to develop these curriculum competencies. These competencies provide an approach to determining the theoretical and practical concepts to be learned.

Committees of faculty, employers and the cooperative education director can review curriculum competencies to determine those limited to the classroom, those to be reinforced at the work site and those to be taught at the work site. The competencies can then be assigned to the appropriate courses and/or work experience.

Mandatory Cooperative Education

The option for mandatory, selective mandatory or non-mandatory cooperative education depends upon the policy of the two-year college. Studies indicate that the majority of two-year colleges operate under the non-mandatory option. The mandatory option may require more work sites than the community can support and requires the support of the total faculty and administration.

Structure of Cooperative Education

The following organizational pattern is commonly used at two-year colleges in New York State.

Eligibility. All students who have completed twelve credit hours are eligible to enter the cooperative program provided they meet the following requirements:

- are in good academic standing
- have satisfactorily completed the pre-cooperative education course
- are enrolled at the college
- are employable

When to apply. Students may apply as soon as they have been accepted by the college, even though they will not receive a work assignment until after they have completed twelve credit hours and the pre-cooperative course.

Application procedure. Students who are interested in cooperative education should obtain the form: Application for Participation in Co-op from the cooperative education office. This and other forms of interest are in Appendix 4.

Conference with the Coordinator. The coordinator will conduct an in-depth interview with regard to the student's career plans. This will involve an exploration of the student's abilities, skills and interests in relation to possible cooperative assignments.

QUALITY AND GROWTH

The major area of concern to cooperative education directors and coordinators was how well cooperative education was meeting student, employer and college needs and how well the work experience program was developing.

Job-career match. Students should have a work experience that relates to their career choice. The work experience can provide career exploration and/or preparation for specific occupations.

Job-classroom integration. The work experience should show a direct relationship with the student's academic program when the emphasis is on developing occupational competence. A greater latitude should be offered when the purpose is career exploration.

Maintaining employers. Good placement opportunities are the backbone of cooperative education. Therefore, the director and faculty coordinator need to maintain good responsive linkages with the employers.

Pre-cooperative Course and Work Experience Seminar

The cooperative education director should develop and conduct work experience orientation courses and seminars. These aid the student in defining and evaluating vocational aptitudes, interest, skills and goals; in securing career orientation and planning information; in selecting career options; and in preparing for securing employment. This is especially important for special populations such as displaced homemakers, persons seeking employment in nontraditional job areas, handicapped and disadvantaged individuals.

Option A. The optimal support is provided for students by providing both a pre-cooperative course--called pre-work experience course at some colleges--and a work experience seminar. The advantage of this option is the continued support prior to and during the work experience.

Option B. If resources are limited, the choice would be to have the pre-cooperative course only. This is especially important at colleges where students have not selected a specific career prior to the work experience.

Option C. The work experience and career orientation can be conducted by department faculty. This can be a separate course or part of a general departmental course. If there is no formal work experience course or seminar, the faculty should advise students in selecting careers and prepare them for the work environment.

Pre-cooperative course. The pre-cooperative course is designed to provide the students with competencies in preparing for and securing jobs. The competencies include (1) examining the world of work and everyday living, (2) determining personal assets, (3) developing a resume, (4) clarifying work values, (5) securing career information, (6) researching career choice, (7) developing a personal plan-of-action for selecting

appropriate work experiences, (8) presenting yourself in an employer interview and (9) amplifying and reinforcing concepts learned in class and new concepts learned on the job. A suggested outline for the pre-cooperative course is presented in Appendix 3.

Work experience seminar. A work experience seminar may be held at the college concurrently with the work experience. The purpose of the seminar is to enable students to learn more about their particular work environment, to share work experiences with others, to learn from the experiences of others and to confirm career choices. The seminar provides the career development framework of the work experience placement.

The work experience seminar is designed to structure the student's learning while on the cooperative work experience. Focusing on personal and career development, the purpose of the seminar is to expand the learning outcomes available to the student over and beyond the major objective of putting into practice concepts learned in the classroom. The cooperative work experience is viewed as a laboratory, in the traditional sense, for both exploring and testing out concepts and ideas raised in the seminar.

In the work experience seminar students read and discuss relevant topical literature and meet with people from similar backgrounds who are now working in their occupational field. Students are required to make first-hand observations about themselves and others in the work environment. They examine their findings through group discussion with their peers and/or written reports.

General objectives of the seminar are to assist students

- to identify the various types of personal needs that work can satisfy
- to identify social and economic rewards available from work
- to interact with role models

- to critically analyze whether their work experience job would satisfy them as a permanent occupation
- to improve their ability to select suitable future career options and/or work experiences
- to explore the labor market realities of a major field

Workbook. Each department should have a workbook developed by the faculty and the cooperative director to assist the student to integrate his/her job and classroom learning. The faculty determines what the student should learn during the work experience--cognitive, attitudinal and psychomotor--and incorporates it into the workbook. Completion of the workbook by the student will ensure that the work experience is also a learning experience.

As part of the work experience, students should be required to conduct an educational research study of the employing firm including securing information on which to make career decisions. This provides the academic credibility and employer respectability of the work experience. For a student interested in the travel industry, an entry-level job as a part-time typist at a travel agency may not be inappropriate. If the student uses his/her vantage point as an employee to study the travel industry and learn about jobs at all levels, he will have learned much more than how to type itineraries.

The workbook provides a guide for the student's research. Individual department requirements can vary, but the following items to be researched generally include:

- a history of the company or firm
- a job description
- orientation information
- explanation of how concepts presented in the class are put into operation

- a comparison of his/her skills and interests to those required on the actual job
- an explanation of the "bigger picture" of the way things are done at the company or organization they worked for

The following should also be included:

- interview record form
- employer evaluation form
- coordinator evaluation form
- student evaluation forms

Promoting the Cooperative Education Program

The cooperative education program should be promoted both on and off campus. Information should be directed to major groups: potential students, parents, faculty, employers, administrators, high school and college counselors, and the community.

The requirements and advantages of cooperative education should be described in the college catalog. Brochures, pamphlets and circulars describing the program and discussing its benefits should be available. Another method of stimulating public awareness is to release regular bulletins about cooperative education events and activities to the various news media. Cooperative education should be promoted in local professional associations, the Chamber of Commerce and other agencies such as the Veterans Administration and State Employment Services.

Local high school seniors and incoming community college students should be the major target populations for general recruitment efforts. The director or a faculty coordinator should be part of the college recruitment team that personally visits the local high schools. Contacts are needed with high school cooperative coordinators and counselors to promote good communications. Special efforts should be expanded to

recruit housewives and others desiring mid-career changes, handicapped and other special populations. Recruitment teams should be composed of people from these populations to provide role models for potential students.

Because of the importance of cooperative education, the director should talk about the program and hand out brochures and application forms at the freshman orientation session.

EVALUATING THE WORK EXPERIENCE

Another area which concerned cooperative education directors and coordinators was how to evaluate the work experience. Evaluations of the student on work experience should be made on a regular basis in cooperation with the student's employer or employer representative. Rating sheets (sample in Appendix 4) supplied to the employer improve the potential for a more complete evaluation. Ideally these evaluations should be made in conference with the student, employer and coordinator. An alternative method is to have the employer mail evaluation reports to the cooperative director or faculty coordinator.

An evaluation of the work experience should be completed by the student. Analysis of these will assist the director and/or coordinator in improving work sites.

Credit. If credit is given for the work experience, a system should be devised to assign academic credit equitably. It is the responsibility of the coordinator to suggest the formula, but approval must be secured from the curriculum committee. In general, the formula for assigning credit should be concerned with the following factors:

- the type and quality of the work experience
- the relevance of the work experience to the entire program
- the time period of the work term
- the number of hours that the student works per week
- the level of coordination that exists between the college and the employer

Credit for the cooperative work experience seminar should be determined by the cooperative education director. Credit and marks can be awarded as the result of a term paper prepared by the student.

JOB DEVELOPMENT

Another major area which concerned cooperative education directors and coordinators was job development.

Locating Suitable Employers

One characteristic of highly successful programs is that they have very supportive employers. Therefore the director should be careful to cultivate understanding of and rapport with cooperative employers. They need to understand the purposes of the program. Employers insensitive to the educational needs of the student should be excluded, for it is better not to place a student than to provide an unpleasant experience at a work site.

The faculty coordinators should make every effort to place students in jobs that are challenging and that meet the student's needs, interests and abilities. This is especially important for students having more than one work-site experience.

The following sources of information can be used to identify potential local work positions:

- advisory committee
- faculty
- local "Help Wanted" advertisements
- classified telephone directory
- present cooperating employers
- Department of Labor and Employment Office
- business and product directories
- trade and association journals
- students (present employees, part- and full-time)
- Chamber of Commerce

Contacts with potential employers can be initiated by mail or telephone and followed up with a personal contact. Service clubs or other organizations provide opportunities to become acquainted informally with potential cooperative employers, but it is preferable to arrange a business meeting for formal negotiations.

The director or faculty coordinator should investigate all new opportunities to insure that they are appropriate. Refer to Appendix 4 for a check list that can be used to determine if a work site meets the criteria for cooperative education.

Requests from prospective as well as participating employers should be followed up quickly and completely with written communications to insure all parties are informed.

Job data bank. A job data bank should be maintained in the cooperative education office and updated weekly.

Obtaining employment. It is the responsibility of the student to select the appropriate job. After the cooperative education director/coordinator approves his choice, the student must set up an interview with the employer. It is up to the employer to hire the most suitable candidate.

Placement at appropriate levels. Two cooperative work experiences provide a career or job developmental sequence. This provides increased opportunities for exploration and research to enrich the student's knowledge of the world of work in relation to his/her academic program area. For the second cooperative work experience, students should be placed at jobs that provide opportunities for increased educational and career development.

COLLEGE SUPPORT

Support of their college, from both the administration and the faculty, is another area which concerned cooperative education directors and coordinators.

Administrative Support

College goals which can be met through cooperative education should be identified. College concerns about placing handicapped students, declining enrollment, improving community relations and allocating space and money could be addressed in a cooperative education proposal. If well-planned and well-administered, cooperative education can:

- increase enrollment
- increase funding
- improve full-time equivalency (FTE) ratio
- improve public visibility

- increase opportunities for women and minorities
- provide realistic occupational training for the handicapped
- improve transition from school to work
- increase opportunities for students to earn money
- promote exchanges between college and industry
- assist in mid-career training
- improve student retention
- reduce equipment investment
- improve placement rate
- keep program curriculum current

Faculty Support

Faculty support can be obtained by developing an open, working relationship as cooperative education is developed. Communication should be maintained with all departments to continue this relationship. The following strategies can be used to secure and maintain support:

- have discussions with the deans and faculty to demonstrate the advantages of cooperative education, especially in increasing enrollments, decreasing drop-out rate, making educational offerings more relevant to real world needs, etc.
- involve faculty in early stages of planning and developing proposals for external funding
- with faculty review department course objectives to identify those which could be met through cooperative education
- assist faculty to develop workbook to guide students during work experience
- have faculty members supervise students on work experience
- consult faculty in selecting educationally meaningful work experience sites
- maintain an open communication link with the departments
- publicize success stories

Needs Assessment

One method of assuring college support for cooperative education is to identify college and community needs that can be satisfied by cooperative education. Before conducting a needs assessment, the director of cooperative education should visit a progressive, well-established program. This can provide a better understanding of how to identify and satisfy needs.

Needs can be assessed informally through discussions with students, faculty, and employers or more formally through the use of questionnaires. Sample student and employer questionnaires are included in Appendix 4.

Employers' needs are assessed by collecting valid data concerning the nature and requirements of various jobs. Company policies for hiring, training and advancement are analyzed. Personal interviews with potential employers or their representatives is an effective method of acquiring this information.

Once needs have been assessed, a program plan should be developed to show how cooperative education can assist the college in carrying out its mission. The plan should include budget estimates and short- and long-range projections.

STUDENT CONCERNS

Student concerns were another area which concerned directors and coordinators.

Career resource center. Students are encouraged to utilize the center to obtain information for career planning. It should be extensively used as a resource for the pre-cooperative course and the work experience seminar.

Equal opportunities. The cooperative director and faculty should insure that all students have equal access to job opportunities in all program areas and encourage and support students entering non-traditional careers. They should promote the placement of handicapped and disadvantaged students. Successful experiences can be identified and used in promotional materials after obtaining appropriate releases. Supervisors should be made aware of and assisted to make changes in the subtle actions that may occur at the work site that reinforce negative attitudes and perceptions regarding affirmative action.

Guidance. Studies have shown that cooperative education students attribute their career development more to the work experience than to faculty contact or courses. This may be the first adult employment experience and as such may establish and reinforce behavior patterns and attitudes toward work which continue with the student. Therefore, student guidance is a very important component of cooperative education. As part of the college orientation program, students should have extensive testing and guidance to determine programs that match their interests and abilities. As the need arises, students should be referred to counselors for additional testing and/or career choice evaluation.

After the student has completed the application form he/she should be interviewed by the cooperative director to determine interest, commitment and areas of employment. The student can then be assigned a faculty coordinator who acts as his/her advisor. This person advises the student during his/her college program.

The faculty coordinator and the student can develop an individualized program of study and work experience that matches the student's career goals. This should be reviewed and revised to meet changing needs.

Guidance and career development should be a major component of the pre-cooperative course and the work experience seminar.

Handbook. A handbook written by the cooperative director should inform students about college and employer expectations in terms of work experience and conduct.

Job responsibilities. The student works as a regular employee during the work experience phase. Some employers have a category of temporary worker to use for determining employee status and pay scale. The student assumes real job responsibilities, including regular attendance and punctuality, and meets specific job requirements.

Student salaries. Since students are considered temporary workers, they receive salary and benefits comparable to temporary workers performing the same job. The employer and student agree upon the salary and method of payment prior to employment. The coordinator should insure that this is an equitable arrangement and negotiate when unfair practices are observed.

Part III

MAKING COOPERATIVE EDUCATION WORK

A successful cooperative education program is generally the result of well directed hard work and dedication by the director, but the best intentions and hard work may be misdirected or "all for naught" if certain precautions are not observed.

In assessing the needs for cooperative education or conducting a program review, the director must be honest and realistic. This section is designed to make the director aware of potential pitfalls in program development.

Competition for the decreasing number of students in the age bracket of 16 to 25 (projected decrease of 10 percent from 1980-85) is a major concern that must be addressed. High quality programs need to be maintained to counteract this projected decrease.

Investigation into discontinued programs (New York State Study, 1980) disclosed the following as possible contributing factors to the closing of cooperative education programs at two-year colleges:

- lack of faculty support
- student placements unrelated to their career choice
- insufficient resources (funds, time)
- declining enrollments
- lack of credit for cooperative experience
- lack of administrative support
- mandatory program (without total commitment of administration and faculty)

The above are related to three basic concerns: resources, support and career opportunities. This section will suggest procedures for dealing with these and other concerns.

A. RESOURCES

To operate at optimum a cooperative education program needs adequate funding. It must be recognized that cooperative education can be a more expensive means of providing education than the usual lecture method. Therefore it is important that the cooperative education budget be an item on the regular college budget. Two categories of resources are needed: (1) Program Development and (2) Program Maintenance.

1. Program Development

Resources for program development or rejuvenation are usually obtained through grants or contracts from the U.S. Office of Education or the New York State Education Department. Resources for program maintenance are usually generated from FTE as a result of students participating in cooperative education credit courses and possibly the Appalachin Regional Commission or the Comprehensive Employment Training Act.

A well developed proposal properly supported will usually provide developmental funds for a three year period. The fourth year is the crucial year for program survival. Generation of a viable student population in the cooperative education program is the most logical approach to insuring an adequate FTE for program funding.

The type of organizational pattern selected will have a direct bearing upon the funding needed. Three typical organizational patterns and the usual method of funding them are described.

Option 1--Cooperative education system integrated in departments. The cooperative education director continues the overall role of coordinating the effort at the college, but becomes involved in other administrative and/or teaching duties. The departmental faculty accepts the role of providing cooperative education for their students. Cooperative education will become an integral part of the departments and this commitment will insure continuance of the cooperative education strategy. The department will benefit many ways in addition to receiving the funding associated with the added FTEs generated. Use of this option will promote maximum integration and faculty and administrative support.

Option 2--Cooperative education unit. With this option the cooperative director develops a unit or department that handles all cooperative education matters. The unit receives full credit for FTE developed. This provides financial support when other funding stops.

A major drawback to this option is that other faculty members do not have a vested interest. Therefore, this option requires special effort on the part of the director and staff to articulate and work closely with the rest of the faculty. Other departments and administrators may look at this department as a serious competitor for funds. Therefore, when a financial crunch comes, it may be the first program eliminated.

Option 3--Placement services. Integration of cooperative education work experience with student placement provides an option at colleges that cannot afford a full-time director or faculty coordinator. Those responsible for placement would coordinate cooperative education. The pre-cooperative course and/or the work experience seminar could be arranged with the individual departments or possibly conducted as independent study. The major disadvantage to this option

is the potential for lack of leadership for cooperative education and the difficulty of placement services offering course credit.

All are viable options and successful programs at two-year colleges in New York State are using these approaches. Regardless of the option selected, it is important that department faculty be integrated into the program. Their support is needed and strategies that increase their involvement should be utilized.

2. Program Maintenance

A major factor responsible for discontinuance of many externally supported programs is that the developers did not provide for continued financing from sources within the organization. Therefore, strategies for program maintenance should be developed early in the planning stage.

Basically, funds for cooperative education maintenance are provided from the student generated FTE at the two-year colleges. Therefore, it is essential that credit be given for the cooperative work experience. This may be additive or non-additive credit, but credit must be awarded for academic legitimacy. Additive credit is on top of that normally needed for the degree. This credit may not be transferable. Non-additive credit becomes part of the graduation requirements for the degree and therefore transferable credit. The cooperative curriculum and work experience must be of appropriate quality to warrant credit.

3. Strategies for survival after agency funding stops

a. Base cooperative education on a real need as shown by the number of students interested in participating and the number and quality of work experience sites available.

b. Appoint a full-time cooperative education director.

c. Appoint a half-time director with faculty coordinators.

d. If the community cannot support a large diversified program, departments can appoint individual faculty coordinators to maintain the cooperative effort.

e. Require credit for work experience phase to obtain legitimate FTE.

f. Provide quality programs to insure good enrollment.

g. Develop and maintain good linkages with administration, faculty, students, employers and others.

h. Develop a good job bank of employers and list them regularly.

i. Place students in good work experiences related to their career choice.

j. Work with, and in the confines of, labor union restrictions.

k. Develop and continue a good public relations program.

4. Potential Students

The following information provides a perspective regarding the substantial decline projected in undergraduate student populations. These projections are based on historical participation patterns. They are presented to alert the cooperative director to a potential loss of traditional students and stimulate the development of alternatives to strengthen cooperative education.

The information and descriptive paragraphs are from The Simulation of College Enrollments: A Description of a Higher Education Enrollment Forecasting Model, the State Education Department, Office of Post-Secondary Research, Albany, New York (1979). Refer to the document to obtain the basic assumptions underlying the excerpts cited plus additional information.

> Full-time undergraduates are expected to decline slowly through 1982 after which a sharp decline should occur through 1986 or 1987. In general, it appears that the "average" institutions may plan for a short "breather" during 1988 and 1989 to be followed by another five-year period of precipitous decline. The management difficulties associated with these declines in numbers will be compounded by the changing compositional characteristics of the students. Analyses of individual institution position within the competitive system of institutions will be extremely important for effective planning.

Table 5 displays the projected decrease based mainly on historical patterns.

Table 5

Projected Full-time Undergraduate Enrollments
at the Two-Year College Level

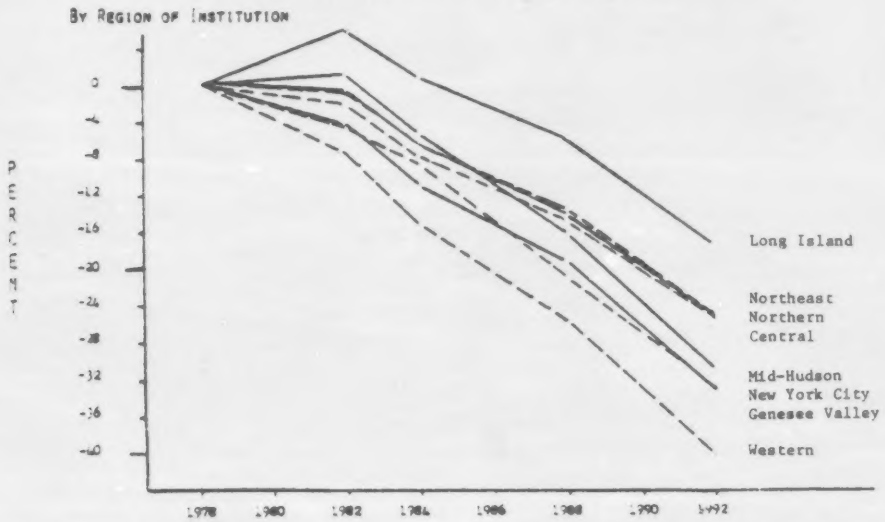
1980	1982	1984	1988	1992
157,100	152,900	142,800	130,440	103,900

The regional simulation results indicate substantial differences among the regions. By 1992, the declines range from over 17 percent for Long Island to as much as 40 percent for the Buffalo region. It appears that the New York City, Mid-Hudson and Genesee Valley regions will also experience greater than average declines.

Chart 1 graphically portrays this.

Chart 1

Percentage Change Projected for New York State Full-Time Undergraduate Enrollment



[1] Assumptions for one possible future.
SOURCE: NYSED: Postsecondary Information Systems (GLR 5/79).

The cooperative education director should obtain local and regional data for effective planning. Alternatives for adapting to meet identified changes should be studied carefully before selecting a plan of action.

> Statewide part-time undergraduate enrollment levels are expected to be only about five percent lower by the early 1990s. The population groups from which part-time graduates are drawn are still peaking and will not decline substantially for a long time. However, the regional picture is much different. The Long Island and Northern regions could experience enrollment increases of as much as 20 percent, while the New York City and Western regions could experience enrollment losses between 15 and 20 percent.

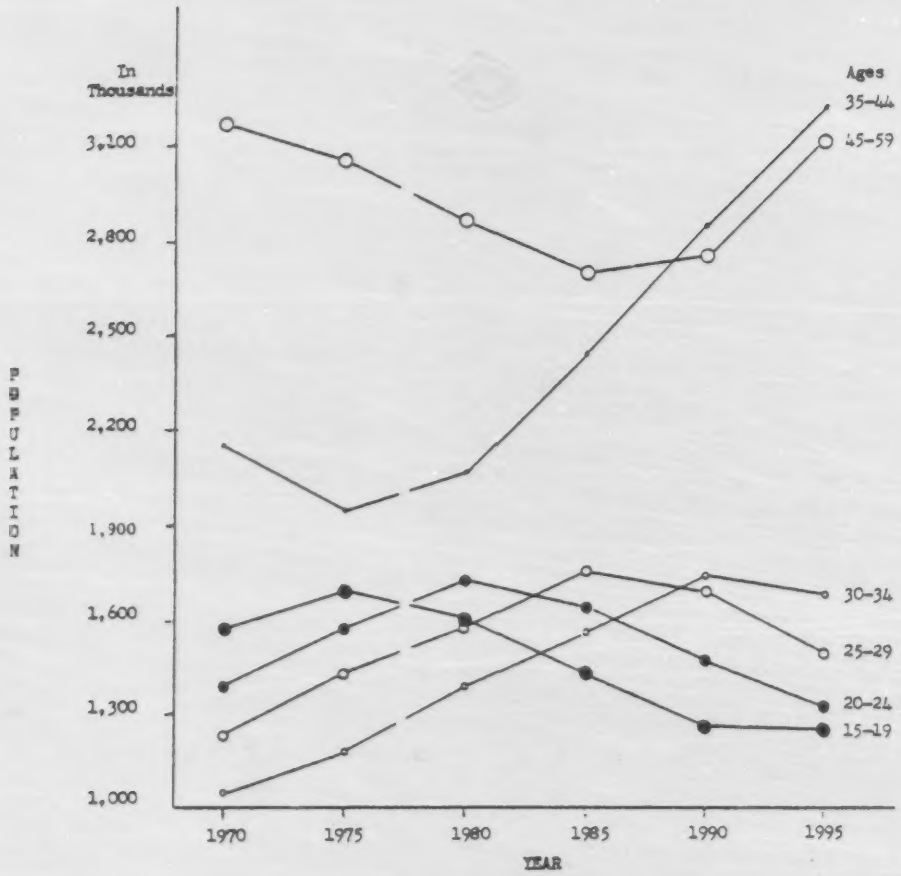
Part-time students should be seriously considered as potential cooperative education students. This population is generally older and because of family or work obligations may not be available for cooperative work experiences out of the immediate geographic area.

> The distribution of New York State population by age group is expected to shift somewhat, and as participation rates vary by age groups, certain enrollments will be affected. In general, the higher age groups will gain proportionally.
>
> The 35-44 age group is clearly the most promising pool of new students in terms of both its current and projected size, but only if colleges can find ways to serve and attract it.

Population projections are shown in Chart 2. While population projections indicate that there will be fewer 18-20 year old full-time undergraduate students, other factors may keep the total enrollment at two-year colleges from declining. More women and members of minority groups are attending college. More homemakers are entering the labor force. Many need to update old skills or learn new ones before they can find suitable employment. In addition to looking upon colleges as a place to prepare and train young people for adult life and work, people enroll in college courses to:

Chart 2

New York State Population Projections
By Age Group[1]



[1]Published January 1978 by the New York State Economic Development Board.
SOURCE: NYSED: Postsecondary Information Systems (GLR 7/79).

- keep up with technological changes
- learn how to cope in a changing society
- learn how to deal with transitions in their lives
- improve their economic status
- make them more employable
- meet increased certification and educational job requirements

Demographic changes, economic and social trends and shifts related to competition among colleges will lead to fewer traditional students and more low-income, minority, older, female and part-time students. Substantial changes in programs will have to be made to meet the needs of these groups. Directors need to increase the flexibility of cooperative education to provide access for many of these people who may be short-term non-degree students.

B. SUPPORT

1. Administration

In a time of declining resources and budget trimming, it is extremely important that cooperative education show that it is a cost effective method of instruction and an asset to the college. Financial benefits to the college must be visible. Therefore, the administration expects cooperative education to become self-supporting. Good public relations are needed to insure that the educational value of the program as well as the funds generated are known by the president, other administrative personnel and the faculty. The cooperative director should never assume that the administrators and faculty know.

The following pitfalls are identified so that strategies can be developed to overcome them.

a. Low number of students in cooperative education

- Promote and maintain program quality
- Relate work experiences to student's career choice
- Build and maintain support from guidance and counseling, Career Center and other student service components

b. Decreased generation of funds

- Increase student enrollments
- Develop quality proposals to obtain outside funding--NYSED, USOE, ARC or CETA

2. Faculty

Faculty support is essential for cooperative education to become a recognized program of the college. Good public relations and communication linkages must be developed and maintained. Personal involvement of faculty members as coordinators will improve their commitment to cooperative education. Other departmental faculty also need to know what is happening in cooperative education.

The following concerns are identified:

a. Feeling that cooperative education lacks academic status

- Insure academic integrity of cooperative programs

b. Feeling that cooperative education is job skill training (psychomotor only)

- Insure integration of class theory and work experience
- Insure work experience provides an educational research setting

C. STUDENT CAREER OPPORTUNITIES

Even though it is unrealistic to expect all work sites to be ideal, the work experience should be directly related to the student's career choice. The cooperative director should:

1. Be cautious of placing students in work experiences unrelated to their career objectives.
2. Eliminate work experience sites not related to the educational needs of the program.
3. Insure that the work experience is more than psychomotor skill training.
4. Be cautious of basing a program on unrealistic assumptions about available employment.

D. OTHER CONCERNS

1. Needs Assessment

Be conservative when interpreting the needs survey data. Be sure that the projected student enrollments can support the program and there are adequate work experience sites to meet the need. Secure good demographic data in making projection.

2. Advisory Committee

Where the independent advisory committee option is used, the director needs to instruct and reinforce the fact that this is an advisory committee. The committee needs to be kept from exerting undue pressure.

3. College Registration when on Work Experience

The work experience should be credit bearing so the student registers for the semester or quarter. This will insure:

a. Continued coverage of medical and other types of insurance provided along with registration
b. Privilege of attending college events
c. Continuity of college enrollment to remove potential of re-entry problems

4. Employer and Student Expectations

Employer expectations. Employment opportunities are the heart of cooperative education. Therefore, it is necessary to satisfy the employers' needs for productivity along with those of the student to insure a viable program. The employer must realize that the purpose of cooperative education is to provide realistic work experience to test concepts learned in class. They need to be open in providing work opportunities and willing for students to research the company. This requires maintaining responsive communications.

The director and/or faculty coordinator must address the following potential pitfalls. Employers may be dissatisfied with:

a. The work of a student
b. Students who quit their work experience
c. Students who do not stay on the job beyond their experience or come back after graduation

Student expectations. This could be the student's first real job. An eight-to-five job might be a shock. In the world of work, the worker has to be productive. As a student-worker it is necessary to follow company policies and procedures when on the job. As part of the educational research activity, the student should question and find answers to reasons for company policies and procedures.

The director and/or faculty coordinator need to prepare the student for the work environment. The performance of the student reflects upon the total program. Therefore, they should address the following potential pitfalls:

a. Students may not arrive at work on time or work all day every day during the work experience
b. Students may not notify employer when they will not be at work

c. Students may not be capable of performing the job
d. Students may see little or no relationship between the work experience and their career choice
e. Students may see no relationship between class and work
f. The student may be encouraged by the employer to drop out of school and become a full-time employee

Employment of the handicapped. The employer and the student must understand the legal obligations related to employing the handicapped. An employer may not have the resources to adequately supervise or provide a protected work environment for certain types of handicapped persons.

5. Faculty Coordinator--Staff Development

The cooperative director must take the lead in training faculty coordinators. They especially need knowledge in employer relations.

6. Class-work Integration

A weak or unrelated integration of class theory and concepts to the actual work experience produces poor experiences that will depreciate the quality of the total program. Integration can be improved by faculty members becoming faculty coordinators and visiting students on the job. This will provide first-hand information for coordination of class and work. Advisory committee members can provide valuable assistance to insure coordination between class theory and work.

7. Assistance

The more progressive cooperative directors are continually seeking improvements. It is a good axiom to seek advice to solve small problems before they become major problems. Therefore, seek assistance from local faculty, administrators, employers, other community people, students, and other college support personnel. Also seek advice from peers in the field. They are very willing to assist.

Part IV

EVALUATION OF COOPERATIVE EDUCATION

The Educational Amendments of 1976 require states to plan frequent and constant evaluations of local activities and programs. Section 104.532 (f) in the Federal Register, Vol. 42, No. 191, states:

> Policies and procedures will be adapted for continuing evaluation of cooperative vocational education programs and for follow-up of students who have completed or left these programs.

Evaluation measures the extent to which programs are meeting their goals and objectives. It is a prerequisite for improving cooperative education programs.

Purpose of Evaluation

Cooperative education programs are evaluated to determine their worth to the institutions, employers and students involved. Effectiveness and efficiency should be periodically monitored in order to improve the quality of the program. Since cooperative education is publicly supported, its value must be measured in terms of how well it serves the local and larger communities.

Subjects of Evaluation

Cooperative education objectives should be primarily "product-oriented," focusing on the effects that programs have on students: their work experience, placement and job progress following graduation. The real success of a program is measured in terms of whether the students are meeting their career objectives. However, objectives should also be "process-oriented," focusing on the overall effectiveness of the program in integrating theory

and practice. Process factors include institutional philosophy, classroom instruction, occupational guidance, program goals, administrative leadership and budget adequacy.

Evaluation involves examining cooperative programs to determine if they benefit students, colleges and employers. See pages 10 and 11 for a complete list of student, college and employer benefits.

Job supervisors and college faculty should be examined in terms of the quality of their performance. Furthermore, the motivation, attitudes, job performance, attendance record and retention rate of students currently enrolled in the program should be analyzed. Their actual performance should be measured against performance standards to see if the program is meeting the students' educational needs.

The career development of students who have participated in cooperative education may also be observed. This can be accomplished by examining the relationship of the undergraduate work experience to the following factors (Brown, 1976):

- academic major
- choice of job after graduation
- adequacy of career information
- attitudes toward college
- types of post-graduation activities
- extent alumni felt prepared for their first full-time job
- relationship between first job and academic major
- characteristics of first job
- method of locating first job
- salary level in first job
- job satisfaction
- promotions and raises
- employment patterns

characteristics of current job
future work plans

Procedures for Evaluation

Appendix 4 contains instruments that can be used to facilitate evaluation. They can be used in their original form or may be modified to match local circumstances.

To evaluate cooperative education programs, first identify and assess the students', institution's, and employers' needs for establishing a program. Program objectives should then be measured against survey information to determine if they have, in fact, been attained. If not, recommendations for improvement should be made.

One means of collecting evaluation data on a cooperative program is for the employer to record the students' job performance. An employee evaluation form should be sent periodically or used during employer-student-coordinator meetings. Cooperative coordinators should discuss these reports with student workers as soon as possible after each appraisal. This aids in motivating students to improve their work habits. Reports on the students' progress should be made by the persons most familiar with their work at least twice a semester. Forms to be used by employers in evaluating their cooperative education students can be found in Appendix 4.

Former students should be surveyed intermittently to find out what they are doing and to obtain suggestions for improving the program. Each questionnaire should be accompanied by a cover letter explaining the purpose, use and significance of this information. Graduates should be assured that the information that they submit will be kept confidential and that it will be used to plan future programs. Sample follow-up forms can be found in Appendix 4. Questionnaires administered to graduate students are of special importance when evaluating programs because public law stipulates

that follow-up studies of completers and non-completers should be conducted on an annual basis. The following information (Heerman, 1973) should be collected:

- the number of cooperative students who are employed six months after graduation
- the number of completers/graduates who are employed in occupations for which they were prepared
- the number of non-completers who are employed in occupations in which they were prepared
- the typical length of unemployment following graduation
- the amount of additional education that cooperative students pursue after graduation

This will also provide information regarding the success of special populations.

Personal interviews may be conducted by the coordinator to obtain subjective information from the students and employers. Visits to other campuses that are renowned for their cooperative programs can assist in identifying desirable characteristics of programs and provide a model for development. Many of these colleges offer frequent workshops and seminars, which can suggest helpful ideas for evaluation efforts.

Evaluating Student Benefits

Success of two-year college cooperative education programs can be based upon the analysis of data collected regarding student benefits derived from participating in a cooperative program. Preliminary results of the New York State Two Year College Cooperative Education research effort identified a large number of benefits that cooperative education provided to participating students. Benefits were grouped into nine factors. These nine factors and their associated indicators show considerable promise as indicators for determining program success. A

survey instrument is provided in Appendix 4. (Refer to NYS Two-Year College Cooperative Education Study--1980.)

1. Occupational confidence
   - headstart in salary and position
   - knowledge about occupation
2. Self-sufficiency
   - satisfaction in job well done
   - assumption of adult role
   - openness about self
3. Purpose
   - purposeful in choosing electives
   - ability to wait patiently
   - clarification of career goals
   - resume writing skills
4. Academic relevance
   - serious about school
   - classroom analysis of job experiences
   - increased class participation
5. Social integration
   - awareness of personal relationships in society
   - acceptance of responsibility
   - consideration and tolerance
6. Group goal orientation
   - contributing as group member
   - leadership
   - confidence in academic ability
7. Persistence
   - persistence in achieving goals
   - better relationship with teachers
   - learn shortcuts

8. Occupational enjoyment
   - problems of employers
   - job interviewing skills

9. Evaluation
   - evaluating own abilities
   - higher standards for others
   - working under evaluation and discipline

Evaluators

The task of evaluating cooperative programs on a periodic basis is the responsibility of the coordinator. Such work should be augmented occasionally (every three to four years) by employing a consultant knowledgeable about cooperative education. In fact, Title VIII requires that an external evaluator be employed. The National Commission offers a series of workshops to prepare people in this field. To obtain a list of persons who have completed this course, write:

National Commission for Cooperative Education
360 Huntington Avenue
Boston, Massachusetts 02115

The external evaluator usually is responsible for:

1. assessing implementation strategies in relationship to the program objectives
2. devising appropriate instruments to measure the degree to which the program objectives have been achieved
3. examining the program and assessing its achievement in terms of the following:
   a. number of students served, total and by program
   b. quality of educational materials
   c. attitude and support of employers
   d. attitude and support of students
   e. attitude and support of faculty and administration

4. devising appropriate instruments to obtain any information necessary to evaluate #3
5. preparing a written report with identification of strengths, weaknesses and recommendations

Once the consultants' comments have been recorded, they should be analyzed by the advisory committee, administration, students, faculty members and employers, and appropriate action should be taken. Major suggestions involving guidelines, criteria and procedures should be tested, used and revised.

Summary

In evaluating cooperative education programs, the director or consultant should examine all phases of the program. Strategies and tactics should be reviewed in terms of their effectiveness, both in attaining objectives and in implementing program improvements.

Evaluation forms provided by the National Commission for Cooperative Education are included in Appendix 4.

APPENDICES

(1) Annotated Bibliography

(2) ARC and CETA Funding

(3) Suggested Curriculum for Pre-Cooperative Course

(4) Forms

APPENDIX 1

ANNOTATED BIBLIOGRAPHY

ANNOTATED BIBLIOGRAPHY

The works cited here provide useful aids for developing cooperative education programs and will serve as points of departure for further reading. There are four broad topics in this listing: bibliographies, general background, sourcebooks and research reports. Under each category works are listed chronologically.

The Educational Resource Information Clearinghouse (ERIC) number is provided for items that can be obtained in hard copy. Orders should be addressed to:

ERIC Documentation Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

I. BIBLIOGRAPHIES. For those who want more information about any aspect of cooperative education, these works are listed in order of publication.

Smiley, James, & Wesley Budke. Post-Secondary Cooperative Education Abstracts. Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, 1973.

Abstracts of 57 ERIC documents, 22 ARM documents, and 5 articles appearing in Current Index to Journals in Education.

Brownlee, Roland H. A Selected Bibliography of References to Cooperative Education in Two-Year and Four-Year Colleges and Universities. Madison, Wisconsin, 1974. (ERIC # 095 952).

Annotations weak or missing, but it makes a good supplement to other bibliographies.

CONSAD Research Corporation. Annotated Bibliography: Cooperative Education Planning Study. Pittsburgh: CONSAD, 1975.

Contains 106 well-annotated citations of books and articles.

Cohen, A.M., & L. Solomon. Cooperative Education--A National Assessment: An Annotated Bibliography. Silver Springs, Maryland: Applied Management Sciences, Inc., 1976. (ERIC # ED 129 860)

A review of 134 books/articles on cooperative education. Materials included only if they satisfied screening criteria for relevance to the field.

Wilson, James W., & Kumai Etsuko. Cooperative Education Information Clearinghouse. Fourth edition. Boston: Cooperative Education Research Center, Northeastern University, 1977.

A "must have" compendium of annotated bibliographies of articles, reports and dissertations. This is revised and updated via supplements. Topics of cited works are available through the Clearinghouse.

II. GENERAL BACKGROUND. These provide an overview of the field.

Knowles, Asa S., et al. Handbook of Cooperative Education. San Francisco: Jossey-Bass, 1972.

A compilation of writings that survey cooperative education. Discusses the history, philosophy and objectives of cooperative education; describes co-op programs in diverse settings; discusses employer-student relations; and explores various administrative aspects of cooperative education. Provides much sound advice.

Bender, Louis W. Cooperative Education: Conception to Credibility. Tallahassee: Center for State and Regional Leadership, Florida State University, 1975. (ERIC # ED 104 486)

A review of roots, philosophy, definitions and issues.

Keaton, Morris, & Pamela Tate, eds. Learning by Experience--What, Why, How. San Francisco: Jossey-Bass, 1978.

One of the New Directions in Experiential Education series (there will be future titles). Describes the entire field of experiential education.

National Commission on Cooperative Education. Commission Circular 3, 4 (Summer 1978). Boston, Mass.

Useful for the complete copy of the Commission's working definition of cooperative education and a brief discussion of related issues.

III. SOURCEBOOKS. These provide background and advice on specific areas in cooperative education. some titles include "cookbook" suggestions on record-keeping, organization, data-collection, etc.

Dopp, Jean, & Athyleen Nicholson. Guidelines for Cooperative Vocational Education in Community Colleges. Olympia, Washington: Washington State Board for Community College Education [c. 1972]. (ERIC # ED 061 440)

A potpourri of advice. Contains 27 pages of appendices, including many suggestions for surveys, record-keeping and data collection.

Heerman, Barry. Cooperative Education in Community Colleges: A Source-book for Occupational and General Education. San Francisco: Jossey-Bass, 1973.

A compendium of planning, organizational, and operational guide-lines. Includes a collection of sample forms. Very useful.

University of Hawaii. A Guide for Coordinators of Cooperative Vocational Education Programs. Honolulu: Office of the Chancellor for Community Colleges, University of Hawaii, 1976. (ERIC # ED 134 258)

Another cookbook. Contains forms for training agreements, evaluation, follow-ups, etc. The local color does not interfere with its utility.

Duley, John S., & Sheila Gordon. College-Sponsored Experiential Learning--A CAEL Handbook. Columbia, Maryland: Cooperative Assessment of Ex-periential Learning, 1977. (ERIC # ED 148 841)

A general discussion of the elements to consider in planning program design and student assessment.

Sharon, Amiel T. Assessing Occupational Competencies--A CAEL Handbook. Columbia, Maryland: Cooperative Assessment of Experiential Learning, 1977.

Describes and applies a model for identifying and assessing competencies that students may acquire from work.

Wilson, James W., ed. Developing and Expanding Cooperative Education. San Francisco: Jossey-Bass, 1978.

One of the New Directions for Experiential Education series. Discusses the roles of coordinators, credit, evaluation and other current issues.

Crowe, M.R., & K.A. Adams. The Current Status of Assessing Experiential Education Programs. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, Information Series no. 163, 1979.

Reviews latest developments in assessment and current concerns and problems. A good introduction to the state of the art.

IV. RESEARCH REPORTS. Recent exemplary research efforts in cooperative education.

Ehrlich, Don J., & Harry N. Heinemann. The Impact of a Community College Cooperative Education Program on the Performance of Its Graduates. Long Island City, New York: LaGuardia Community College, 1977. (ERIC # ED 136 864)

The title says it all. Example of a well-executed study of a single college-s program.

Brown, Sylvia J. Cooperative Education and Career Development--A Comparative Study of Alumni. Boston: Cooperative Education Research Center, Northeastern University, 1976. (ERIC # ED 141 503)

An examination of how alumni of 21 colleges viewed their preparation for careers. A comparative study of those who were in a cooperative education program with those who were not.

APPENDIX 2

APPALACHIAN REGIONAL COMMISSION (ARC)

AND

COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA)

FUNDING

ARC AND CETA FUNDING

As mentioned earlier, typical support for cooperative education programs comes from two sources: The Vocational Education Act of 1963, as amended by the Education Amendments of 1976 (Title II), and the 1976 Amendments to the Higher Education Act, Title VIII. There are, however, two other possible sources of funding in New York State: the Appalachian Regional Commission (ARC) and the Comprehensive Employment and Training Act (CETA).

ARC. The ARC is a source of funds for colleges serving fourteen counties considered part of the Appalachian region: Alleghany, Cattaraugus, Chautauqua, Chemung, Steuben, Broome, Cortland, Delaware, Otsego, Tompkins, Schoharie, Schuyler, Tioga and Chenango. Cooperative occupational education programs are potentially strong contenders for ARC funding because the intent of the Commission is to improve the economies of the region by enhancing employment opportunities. Investment in occupational education programs is one approach for achieving this.

There are two pertinent funding sections of the ARC Education Code (Code 211): Code 211A, which focuses on equipping and constructing facilities, and Code 211B, which is concerned with demonstration projects (e.g., operating a cooperative education program).

Under Code 211A funds could be granted for expanding or replacing equipment and facilities used for in-school training, or for developing or expanding curricula that use high technology. Demonstration projects under 211B are the most likely recipients of ARC funds. Funds may be applied to tuition assistance, staffing, and other program support (but not to students' wages).

ARC funds are administered through a collaborative effort between the state and the agencies charged with oversight of ARC in specific Appalachian regions. These oversight agencies are called Local Development

Districts (LDDs), which are--in New York State--organized within three Regional Planning Development Boards. The New York LDDs, their administrative units, and the counties involved are listed below.

ARC local development districts in New York State

LOCAL DEVELOPMENT DISTRICTS	COUNTIES
Southern Tier West Regional Planning and Development Board 41 Main Street Salamanca, NY 14779 (716) 945-5301	Allegany Cattaraugus Chautauqua
Southern Tier Central Regional Planning and Development Board 53-1/3 Bridge Street Corning, NY 14830 (607) 962-3021	Chemung Schuyler Steuben
Southern Tier East Regional Planning and Development Board 84 Court Street Binghamton, NY 13901 (607) 724-1327	Broome Chenango Cortland Delaware Otsego Schoharie Tioga Tompkins

The ARC requires that each state develop an annual "investment strategy." Various New York State government agencies generate a "New York State Appalachian Development Plan" each fiscal year under the direction of the New York State Department of State. While the state is developing its strategy, each Local Development District prepares an Areawide Action Program (AAP). The state investment strategy consists of

very broad statements of concerns and priority areas. The Areawide Action Programs are much more specific.

The Division of Occupational and Continuing Education within SED makes an initial review of pre-applications and proposals, providing expertise about a project's educational desirability. These initial reviews feed into the review by the LDD, which develops a priority list of all projects seeking ARC funds. Although the New York State Department of State decides final funding, those projects receiving a high priority from the LDD have an excellent chance of being funded. Therefore, the first step in applying for ARC funding is to contact the LDD.

Each LDD can support one <u>type</u> of demonstration project each year. There is some latitude with regard to what a "type" is; cooperative education may well be deemed a unique program type and thus could receive funding even though other vocational training programs are funded in an LDD. Projects are evaluated on their potential for a positive impact on the community, especially in retaining or creating employment. Other evaluative criteria include the degree of relationship to the AAP, local support and commitment, and potential for self-sufficiency at the end of funding. The most important requirements are that local needs exist, that there is strong community support, and that the proposed program meets community rather than institutional needs.

ARC personnel should be contacted early in the proposal development. Their input can assist in targeting to the specific needs and requirements of ARC. This will also assist in developing good communications and understandings. Planning is very important since lead time may be 18 months from proposal submission to funding.

CETA. In the words of the legislation, it is the purpose of the Comprehensive Employment and Training Act

> to provide job training and employment opportunities for economically disadvantaged, unemployed, or underemployed persons which will result in an increase in their earned income, and to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency by establishing a flexible, coordinated, and decentralized system of Federal, State, and local programs. It is further the purpose of this Act to provide for the maximum feasible coordination of plans, programs, and activities under this Act with economic development, community development, and related activities, such as vocational education, vocational rehabilitation, public assistance, self-employment training, and social programs.

Funding to accomplish the objectives of the Act, i.e., to alleviate the problem of structural unemployment in the United States population, is provided by formula to local jurisdictions of 100,000 or more population. These "prime sponsors," thirty in New York State including the Governor, who is responsible for areas of the State which are not large enough to be their own prime sponsors, are responsible, under regulations of the United States Department of Labor, for planning and implementing specific employment and training programs. In addition, activities of special statewide significance, including experimental and demonstration projects, are funded by the Governor as administrator of several specifically designed "Special Grants."

Prime Sponsor employment and training activities allowable under the various titles of the Act, there are eight in all, are many and varied and may include, but are not limited to, (1) classroom training, (2) on-the-job training, (3) public service employment, (4) work experience, (5) services to applicants, such as outreach and intake, (6) employment and training services, such as orientation, assessment, job development, and counseling, and (7) supportive services, such as transportation and legal services. In addition, stipends and wages are normally considered a part of the client employment and training package. Combinations of

CETA employment, training, and service activities crossing titles are also encouraged.

Within the limits of eligibility and acceptable program type, the possibility of securing a substantial funding source for cooperative education programs through CETA should not be overlooked. The approach requires considerable flexibility and a willingness to work closely with the staff of the local prime sponsor. Programs which combine CETA resources with other sources of local, state, and federal funds are more likely to achieve success since the eligibility requirements of the various funding sources will tend to offset each other.

The best approach to investigating the possibilities of CETA funding is to contact your local Prime Sponsor CETA employment and training administration, where knowledgeable staff will be able to advise you concerning the status of funding and the eligibility of your program design for CETA support. Names, addresses, and telephone numbers of New York State's thirty prime sponsors are listed at the end of this section.

Directors of cooperative education who are particularly resourceful and oriented to complex planning may want to link an education program to Title II, Part C. This provides financial assistance to employers to upgrade positions and retrain employees. A time-phased link with cooperative education could be made because the upgraded and retrained employees open up entry-level positions, which are intended to be filled by CETA people. Such positions might provide training and permanent positions for cooperative students.

It should be noted that acceptance of CETA funds carries a responsibility for continued maintenance of the program after funding ends. This commitment must be carefully considered before an application for funding is made.

The following checklist should help directors of cooperative education programs in preparing their proposals for CETA funds.

PRIME SPONSOR/EDUCATION AGREEMENT CHECK-LIST

A. Assessment of Existing Resources

1. Does the agreement include an assessment of existing community resources, including identification of programs that deliver services to youth?

2. Was the information gathered in the assessment of community resources used in developing the program?

3. Are linkages, such as sharing of program services, to be developed with community organizations identified in the assessment?

4. Have occupations with employment potential been identified?

5. Will the program prepare youths or adults or both to enter the occupations with employment potential that have been identified?

6. Was the demographical study made of the youth or adult population within the geographical areas that the program will serve?

7. Was the information gathered in the demographical study used in developing the program?

8. Is the program targeted to serve youths, or adults, or both, who have been identified as having the greatest need?

B. Program Description

1. Does the agreement clearly state the purpose, goals and objectives of the program?

2. Does the agreement indicate how many persons are to be served?

3. Are efforts being made to coordinate and link the program with the educational system (e.g., will participants receive academic credit for competencies gained while enrolled in the program)?

4. Has the agreement described how persons will be recruited for enrollment in the program and who is responsible for determining eligibility?

5. Are the individuals' training and career needs to be assessed in order to determine which program services they should receive?

6. Are program participants to receive labor market and career information to aid them in deciding their needs and their occupational interests?

7. Does the program provide counseling, guidance and placement services as required?

8. Does the agreement identify which organizations are responsible for placing those who have finished the program?

9. If there is a work experience component, has an effort been made to locate work experience positions in occupational areas that have an employment potential?

10. Does the work experience component provide a learning experience for the participant?

11. In selecting support services to be offered by the program, were the individuals' needs taken into consideration?

12. Does the agreement provide means for certifying that jobs provided are relevant to the career goals of the participants?

13. Does the agreement state which organizations are responsible for providing specified services?

C. Program Outcome and Evaluation

1. Does the agreement state the expected outcomes of the program?

2. Are the expected outcomes consistent with the goals stated in the agreement?

D. Program Administration

1. Does the agreement indicate the number and duties of personnel required to operate the program?

2. Can existing staff be used to operate all or part of the program?

3. Does the agreement indicate that a minimum supervisor to enrollee ratio of 1 to 12 will be maintained?

4. Does the agreement indicate who will be responsible for reviewing the progress of the program, what will be reviewed and how often the program will be reviewed?

5. Are there provisions for modifying the program subject to review results?

6. Does the agreement list the reporting requirement, and to whom these reports will be submitted?

7. Does the agreement state which organization is responsible for the financial aspects of the program?

8. If it is a financial agreement, is there a budget attached? Are funds broken down by line items (e.g., staff salaries and benefits, work experience, support services)?

9. Are there provisions for evaluating the program?

CETA

Allowable Activities

I. Title II

A. Part B: Services for the Economically Disadvantaged (Participant may be simultaneously or sequentially enrolled in two or more activities.)

1. Classroom training (CRT)
2. On-the-job training (OJT)
3. Work experience
4. Services to applicants:
   a. Outreach
   b. Intake/screening
5. Employment and training services:
   a. Orientation to the world of work
   b. Counseling
   c. Employability assessment
   d. Job development
   e. Job search assistance
   f. Job referral and placement
   g. Targeted jobs tax credit eligibility determination/referral
   h. Vocational exploration Program (VEP)
6. Supportive services
   a. Health care/medical services
   b. Child care
   c. Transportation
   d. Temporary shelter
   e. Assistance in securing bonds
   f. Family planning services
   g. Legal services
   h. Financial counseling and assistance

7. Past-termination services (for 30 days) to enable clients to retain unsubsidized employment.
8. Other activities (examples)
   a. Removal of artificial barriers to employment
   b. Revision/establishment of merit systems
   c. Job restructuring
   d. Development/implementation of affirmative action plans
9. Any program or activities authorized by Part A of Title III, Title IV, and Title VII of the Act.
10. Public service employment (PSE) is prohibited with Part A, B, and C funds.
11. Payment of wages and/or stipends

B. Part C: Upgrading and Retraining
   1. Classroom training
   2. On-the-job training
   3. Supportive services (as per Part B)
   4. Employment and training services

C. Part D: Transitional Employment Opportunities for the Economically Disadvantaged
   1. Public service employment
   2. Any activity authorized under Title II, Part B
   3. At least 10% of FY 79 Part D funds (FY 80--15%, FY 81--20%, FY 82--22%) must be expended for training enrolled PSE clients: classroom training or individualized instruction only are allowable vehicles for this component.

D. Title II Special Programs--Governor's Grants
   1. Supplemental Vocational Education Assistance (6% Grant)
      a. Basic or general education
      b. Programs for offenders
      c. Classroom training

d. Supportive services (as per Part B)

e. Payment of allowances

f. Statewide linkage, technical assistance, and coordinative activities (up to 15%), including:

1) to coordinate programs under this act with existing vocational education programs

2) to coordinate the utilization of funds under this Act and the Vocational Education Act of 1963 to enhance economic growth and development in the state.

3) to develop linkages between vocational education, education, and training programs under this Act and private sector employers

4) to provide technical assistance to vocational education institutions and local education agencies to aid them in making cooperative arrangements with appropriate sponsors

5) to provide information, curriculum materials, and technical assistance in curriculum development and staff developments to prime sponsors.

2. State Employment and Training Council Special Grant (1% Grant)

a. Administrative and staff support to the SETC

b. Programs and services as allowable under the 4% State Services Special Grant

3. Governor's Coordination and Linkages Special Grant (1%)

a. Statewide activities designed to encourage coordination and linkages between prime sponsors and educational agencies and institutions, including:

1) Providing assistance to prime sponsors or education institutions in the development of agreements between prime sponsors and State Boards of Vocational Education and state or local education agencies or institutions of higher education.

2) Establishing mechanisms to increase information exchange between prime sponsors and educational agencies and institutions

3) Developing and disseminating model linkages which can be shared with all prime sponsors in the state

4) Providing technical assistance to prime sponsors and educational agencies in the extension of educational offerings to prime sponsor jurisdictions which lack access to various education opportunities

5) Providing information, curriculum materials and technical assistance in curriculum development and staff development to prime sponsors

6) Providing assistance to eliminate barriers in the educational system which hamper employment and training activities, such as development of open entry/open exit courses and academic credit for CETA training.

b. Development and support of model linkage programs which demonstrate and encourage activities which are jointly delivered.

4. Governor's Coordination and Special Services Grant (4%)

a. Special statewide services and technical assistance to prime sponsors, including:

1) coordinating all employment, training, education and related services provided by the state;

2) coordinating programs between prime sponsors and state employment security agencies;

3) assuring training plans do not unnecessarily result in the duplication of services;

4) assisting in enforcing requirements for federal contractors and subcontractors;

5) assuring that prime sponsor planning takes into account prevailing labor market conditions;

6) exchanging information between the state and prime sponsors relevant to employment and training planning;

7) developing and providing information to prime sponsors regarding economic, industrial and labor market conditions;

8) making technical assistance available to prime sponsors in developing and implementing their programs;

9) carrying out special model training and employment programs;

10) providing financial assistance to meet the needs of rural areas;

11) providing labor market information to prime sponsors and appropriate educational agencies and institutions; and

12) facilitating the activities of the State Occupational Information Coordination Committee.

b. Support of model or exemplary programs - any activity allowable as under Title II Part B.

c. PSE-only as a model or demonstration program.

II. Title III - Special Federal Responsibilities

A. Part A - Special National Programs and Activities

1. Special Programs and Activities - The Secretary shall use funds available to provide services authorized under the act for employment and training programs that:

a. meet the needs of persons facing particular disadvantages (e.g., offenders, the handicapped, displaced homemakers, etc.)

b. should be administered at the national level (e.g., programs sponsored by public agencies or private organizations that conduct federally-assisted activities in more than one state)

2. Native American employment and training programs

3. Migrant and seasonal farm workers

4. Job search and relocation assistance

5. Veteran's information
6. Programs for the Handicapped
7. Partnership programs to promote cooperation between prime sponsor and SESA's
8. Projects for middle-aged and older workers

B. Part B - Research, Training and Evaluation

This part consists of a variety of research, training, and evaluation projects established and conducted by the Secretary of Labor. Included are:

1. Labor Market Information and Job Bank Program
2. Training and Technical Assistance
3. National Occupational Information Coordinating Committee
4. Employment and Training Activities to Stimulate Local Private Economic Development

III. Title IV - Youth Programs

A. Part A - Youth Employment Demonstration Programs

1. YETP - Out of School
   a. Any activity or combination of activities allowable under Title II, Part B, (Public Service Employment is prohibited)
2. YETP - In-School (at least 22% of available funds)
   a. "Career Employment Experience" - Combination of carefully supervised work experience (up to 20 hours per week) during school year and in-school "transition services"
   b. "Transition Services" - In-School career education activities, such as:
      1) outreach, assessment and orientation
      2) counseling
      3) education to work activities
      4) labor market information
      5) services to obtain and retain employment
      6) literacy and bilingual education
      7) GED

8) job sampling/vocational exploration
9) institutional and OJT training
10) transportation
11) child care and supportive services
12) job restructuring
13) community based intake
14) job development and placement
15) programs to overcome sex stereotyping

3. YCCIP
   a. Full-time supervised Work Experience in community conservation and improvement projects.
   b. Classroom training directly related to the project occupation.
4. YIEPP
   a. Full-time work, part-time work, and combination work and training programs
   b. Any activity allowable under Title II, Part B

B. Part B - Job Corps
1. Residential and nonresidential program for severely disadvantaged
   a. any activity allowable under Title II, Part B

C. Part C - Summer Youth Employment Program (SYEP)
1. Stresses full-time supervised work experience but may include any employment and training activity or service allowable under Title II, Part B, except Public Service Employment

IV. Title VI - Counter-Cyclical Public Service Employment Program
1. Public Service Employment - regular and "projects"
2. Any activity allowable under Title II, Part B

V. Title VII - Private Sector Initiatives Program
A. Any activity allowable under Title II, Part B
1. Coordinating training with education
2. Small business intern programs

3. Developing relationship between employment and training programs, educational institutions and the private sector
4. Coordinating CETA programs with job openings in private sector under government contract
5. Cooperative education programs
6. Model programs to meet special industry needs
7. Coordinating CETA programs with private sector placement recruiting activities
8. OJT
9. Follow-up activities
10. Liaison between prime sponsors and private sector
11. Director contracting for training programs with private sector
12. Apprenticeship
13. Private sector upgrading programs
14. Prime sponsor support to private sector to release administration/paperwork burden
15. Establishing communications between prime sponsor and private sector.

VI. Title VIII - Young Adult Conservation Corps

1. Productive work and work experience in conservation and public lands improvement projects

CETA MAILING LIST

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Albany City (Law) A.C. 518	The Honorable Erastus Corning Mayor, City of Albany City Hall Albany, New York 12207 472-8900	Mr. Frank Andriano Director of Program Planning Office of Manpower Planning City Hall, Room 304 Albany, New York 12207 472-6120
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APPENDIX 3

SUGGESTED CURRICULUM

FOR

PRE-COOPERATIVE COURSE

OUTLINE OF LEARNING ACTIVITIES

COOPERATIVE EDUCATION PREPARATION COURSE

The course is designed to prepare students for their work and future careers.

The successful completion of all course requirements is certification of readiness, that is, a student is ready for his/her work experience. There are prescribed dates for the completion of individual requirements and all requirements of the course.

An outline of the course and the units of learning follows.

UNIT	FOCUS OF UNIT	TITLE OF LEARNING UNIT	DESCRIPTION OF UNIT FOCUS
1	Introduction & Overview	An introduction to careers through cooperative education work experience	Career Education has been defined as: "the totality of lifelong experiences through which one learns about and prepares to engage in work as part of one's way of living." Work experiences are a means of examining the world of work and everyday living.
2	Personal assets	An inventory & assessment of personal assets-- What have I done? What am I capable of doing?	You will be identifying your personal assets and assessing yourself for successful career decision making. Your inventory of personal assets should include: accomplishments, interests, personal values, attitudes, ambitions, aptitudes, skills, and knowledge. Your identification of these assets will lead to the writing of your resume.
3	Resume	A resume of your accomplishments-- a self-portrait	The purpose of your resume is to organize the relevant facts about you in a written presentation. It is a catalog of your accomplishments and qualifications.

UNIT	FOCUS OF UNIT	TITLE OF LEARNING UNIT	DESCRIPTION OF UNIT FOCUS
4	Work values	Clarification of your work values and your career choice--the relationship of work values to work satisfaction	You will be identifying the relationship of your personal assets and values to your job (career) satisfaction. Your personal assets and values relate to and determine your job (career) satisfaction.
5	Career information	Knowledge of the structure of your chosen career--what it is like to be an _____	You will need to know the structure (organization) of your chosen career (profession) including: the various levels of job responsibility, experience and education required for each job, and alternative job (career) opportunities within your chosen career (profession).
6	Researching career choices and employment options	Searching for career information (a visit to the Career Resources Center)--What are the prospects in _____	"If you don't know where you're going, you'll probably end up nowhere." Your goals are useful only as they help you move from where you are today toward somewhere else. You will be visiting the Career Resource Center (CRC) to obtain information. You can use this information in stating (establishing) your immediate and intermediate goals that logically lead to the fulfillment of your long-term career goals and objectives.
7	Plan of action	A step-by-step specification and description (plan) of action, starting with the selection of an appropriate work experience	Your Personal Program of Action You will be describing and specifying the exact elements of your plan of action including: education and work experience
8	Employment interview	Presenting yourself in an employment interview	You will have the opportunity to present yourself in a simulated job interview and later in an actual internship interview.

APPENDIX 4

FORMS

Work Site Check List	105
Student Interest Form	107
Application for Participation in Co-op	109
Interview Form	111
Interview Record	113
Student Agreement and Statement of Understanding	115
Registration and Certification of Employer Participation	117
Agreement Between College and Employer	119
Student Evaluation	121
Co-op Student's End of the Term Report	123
Potential Cooperative Employer Survey Form	127
Participation Memorandum	129
Term Work Report	131
Follow-up Survey for Graduates	133
National Commission for Cooperative Education Evaluation Form	135

WORK SITE CHECKLIST

Question	Y	N	?
1. Employer is reputable.	___	___	___
2. Employer will provide a meaningful work experience.	___	___	___
3. Employer will provide adequate supervision (self or assign a supervisor).	___	___	___
4. Employer will provide appropriate on-the-job instruction.	___	___	___
5. Employer has adequate materials, facilities and equipment to facilitate a learning experience.	___	___	___
6. Employer will provide a series of coordinated work experiences.	___	___	___
7. Employer will provide continuous employment for the student for the duration of his enrollment in the program.	___	___	___
8. Employer shows a genuine interest.	___	___	___
9. Employer will maintain accurate records of the student's attendance.	___	___	___
10. Employer or supervisor will evaluate student performance.	___	___	___
11. Employer will sign placement agreement.	___	___	___
12. Employer will guarantee that wages will be comparable to those paid in the community.	___	___	___
13. Employer will welcome visits by the coordinator to the work site.	___	___	___
14. Work site poses no undue health hazards.	___	___	___
15. Work site provides opportunities for varied experiences and provides a challenge.	___	___	___
16. Union regulations provide for cooperative education experiences.	___	___	___
17. Employer will provide advanced experience for repeat students.	___	___	___
18. Practices of hiring, promotion and dismissal are consistent with the goals of the program.	___	___	___

The dynamic symbol of Cooperative Education is designed to represent the balance between work and education or theory and practice.

Office of Cooperative Experiential Education

NO. _____

STUDENT INTEREST FORM

Date: _____

Name _____ I.D. No. _____
Last First Middle

Campus or off-campus
Address _____ Phone No. _____

_____

Classification _____ Birth Date _____
mo. day year

Cumulative Average _____

Transfer Student Yes ☐ No ☐

Major _____ Minor _____

Parents or Guardian _____

Address _____

_____

What are your career objectives? _____

_____

_____

_____

_____

_____

_____

_____

_____

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_____

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Office of Cooperative Experiential Education

APPLICATION FOR

PARTICIPATION IN CO-OP

Co-Op Option Desired: Date _____

Alternate Semesters ☐ Summer ☐ Parallel ☐ Volunteer (Internship) ☐

NAME _____ PHONE _____
(Home) (Business)

HOME ADDRESS _____
(No. and Street) (City) (State & Zip)

AGE _____ SEX _____ Soc. Sec. No. _____ Veteran? Yes ☐ No ☐

Hrs. completed at SUCB _____ GPA _____ Total hrs. currently carrying _____

Department Advisor _____ General Health Condition ☐Good ☐Fair ☐Poor

WORK EXPERIENCE (List most recent first)

Employer	Address	Nature of Work	Dates	Supervisor

CURRENT JOB DUTIES & RESPONSIBILITIES _____

INTERESTS: Hobbies _____

Clubs, etc. _____

TYPE OF PLACEMENT PREFERRED:

Accounting	☐	Hospital Management	☐
Art	☐	Industrial Technology (Incl. Safety Studies)	☐
Biology	☐	Info. Systems Mgmt. (Computer Sci.)	☐
Business Administration	☐	Journalism (Broadcasting/Speech Communications)	☐
Chemistry	☐	Languages	☐
Child Development	☐	Marketing (Incl. Sales)	☐
Community/Social Services	☐	Mathematics	☐
Consumer Affairs	☐	Music	☐
Criminal Justice	☐	Performing Arts	☐
Design	☐	Personnel	☐
Dietetics	☐	Political Science	☐
Economics	☐	Physics	☐
Engineering Technology	☐	Retailing	☐
Food Systems Management	☐	Transportation	☐
Education	☐	Urban Affairs	☐
Finance	☐	Sociology	☐
Geography	☐	Psychology	☐
Geology	☐	Student Affairs	☐
Geoscience	☐	Other: List: _____	
Health/Physical Education	☐	_____	
History	☐	_____	
Home Economics	☐	_____	

TRANSCRIPT AUTHORIZATION

I hereby authorize the Office of Cooperative Experiential Education to acquire copies of my official transcript for as long as I remain enrolled in the Cooperative Experiential Education Program. It is understood that my transcript shall become a permanent part of my cooperative education file.

Additionally, I authorize the disclosure of any or all transcript information to my cooperating employer or any potential cooperating employer.

_____ _____

Student Signature Date

Please return completed form to:

OFFICE OF COOPERATIVE EDUCATION
INTERVIEW FORM

_____
Last Name

_____
Intern Date

Date_____ Class_____ Program_____

Name_____ Telephone_____
last first middle

Address_____

_____
City State Zip

Date of Birth_____ Social Security No._____
Father or Spouse employed by_____ Position_____
Do you have use of a car for co-op?_____ Licensed Driver? Yes____ No____
H.S. attended_____ Date of Graduation_____
H.S. activities_____
What studies interested you most in H.S.?_____
What studies interest you most this year?_____
Any serious illness or physical limitation?_____
Have you been in any Military Service?_____ Branch_____
Member of any reserve?_____ Active or Inactive?_____
Other colleges, etc., attended_____

WORK EXPERIENCE (list last job first, include military assignments.)

Name of Company	Duties you performed	Salary	to from

Are you presently employed? Yes____ No____
Where?_____
Type of work_____
Why did you decide to attend _____
Why did you choose your present major?_____
With present knowledge, is this a reasonably firm choice, or is it subject to change?_____
_____

What type of work would you like to do on co-op? 1._____ 2._____ 3._____

What companies would you like to work for on co-op? 1._____ 2._____ 3._____

Division of Cooperative Education

INTERVIEW RECORD

NAME _____ MAJOR _____

POSITION _____ COOP ADVISOR _____

INTERVIEWED BY _____ DATE _____

Was the student on time for appointment? ___Yes ___No How late?

	Out-standing	Very Good	Satis-factory	Below Average	Unsatis-factory	Remarks
1. Appearance						
2. Composure						
3. Interest/ alertness						
4. Responds to questions thoughtfully and comprehensively						
5. Motivation/ Direction						
6. Experience relevant to position (if app.)						
7. Abilities/ skills						
8. Articulation						
9. Quality of Student's Resume						
10. Over-all rating						

COMMENTS: Is this student ready for employment?

How does this student compare with people applying for similar positions at your company?

Other Comments: _____

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Office of Cooperative Experiential Education

STUDENT AGREEMENT AND STATEMENT OF UNDERSTANDING

Name _____
Last First

Social Security No. (ID) _____

Classification (year) _____

Major _____

1. I, _____, being regularly enrolled in _____
(print Name of Student) (Curriculum)

in the Cooperative Education Program agree to work with _____
(Name of Employer)

according to the policies of the Cooperative Education Office and according to the regulations of the employer cooperative plan.

2. I understand that I am to continue working on this Cooperative Education Assignment until released or transferred by my Co-op Coordinator. I will not terminate nor arrange with my employer to be relieved of this job without the approval of my Co-op Coordinator.

3. I understand that the cooperative education plan is voluntary, and I grant the Cooperative Education Office permission to furnish my employer a transcript of my grades as may be required. I understand that appropriate academic credit will be given for this work only if I provide satisfactory service to my employer and comply fully with the Cooperative Experiential Education academic requirements.

4. Rate of Pay—I agree to accept _____ at the rate of pay established by my employer which
(Job Title)

I understand will be $ _____ per _____ initially, this amount to be increased as my ability and other conditions warrant.

5. I realize that the College has no control over the industrial hazards to which I may be exposed while working for this firm and that the College is not liable for any accident or incident that may occur as a result of this employment, nor shall the College be considered my employer for any purpose whatever.

6. I will cooperate fully to meet the special requirements of the job.

SIGNATURE: _____ DATE: _____
(Student)

SIGNATURE: _____ DATE: _____

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Office of Cooperative Experiential Education

REGISTRATION and CERTIFICATION OF EMPLOYER PARTICIPATION

NAME _____ I.D. No. _____

PERMANENT ADDRESS _____

_____ PHONE _____

CURRENT ADDRESS _____

_____ PHONE _____

EXPECTED DATE OF GRADUATION _____ CURRENT SEMESTER _____

CO-OP WORK ASSIGNMENT

Name of Firm _____

Address _____ Phone _____

Supervisor _____ Department _____

TENTATIVE CO-OP WORK PERIOD SCHEDULE

Work Block Dates From _____ To _____

School Dates From _____ To _____

Work Block Dates From _____ To _____

School Dates From _____ To _____

EXPECTED DATE OF RETURN TO CLASSES _____

_____ _____
Date Student Signature

_____ _____
Date

Original to Registrar
Student copy
File copy

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Office of Cooperative Experiential Education

AGREEMENT
Between

and
THE COOPERATING EMPLOYER INDICATED

OBJECTIVE: The objective of the Cooperative Education Program is to provide an effective system for developing well-qualified students, making higher education more relevant and for simultaneously rendering a needed service for the employer. The Cooperative Education Program proposes to accomplish this objective by placing students in work assignments related to and integrated with their individual academic schedules and goals leading to a baccalaureate degree.

SELECTION: Students who are interested in the Co-op Education Program and are recommended by their department chairpersons will be interviewed by the Director of the Co-op Education Program to ascertain their educational and career goals.

SCHEDULING AND COOPERATION: The Cooperative Education Program will be responsible for providing students with training related to their educational fields and who can be interviewed by companies in coordination with the employers' own selection processes. The employers will give the students work assignments which will provide them with needed services. Such work assignments will recognize students' interests, abilities and educational levels commensurate with employer needs.

QUALITY OF WORK AND STUDY: The quality of work performed must meet the standards set by the employer. By mutual agreement, students who do not perform satisfactorily either in their work or their studies may be dropped from the program.

REMUNERATION: The employer will determine the rate of pay, keeping in mind the work assignments, the background and educational level of the students, the work quality, and the established policies of the employer.

SPECIAL ARRANGEMENTS: The College coordinator and the employer coordinator will confer periodically regarding student progress and regarding problems which may develop. Necessary arrangements will be made to accomplish the program objectives by mutual agreement.

SIGNATURE: _____ DATE _____

Employer Coordinator or Representative

_____

Name of Employer (Company, Agency, Organization)

SIGNATURE: _____ DATE _____

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Office of Cooperative Experiential Education

STUDENT EVALUATION

NAME _____ EVALUATION PERIOD _____
(From) (To)

_____
(Company) (Position) (Supervisor)

JOB DUTIES: _____

_____

_____

BEHAVIORAL CHARACTERISTICS:

Evaluate each student by: 5 – Superior 2 – Below Average
4 – Above Average 1 – Poor
3 – Average N – Not observed

Where a specific suggestion can be made to help a student improve an unfavorable rating, please use the space designated for suggestions.

CHARACTERISTICS		5	4	3	2	1	N	SUGGESTIONS
ATTITUDE	Enthusiasm							
	Adaptability							
	Acceptance of Criticism							
	Initiative							
	Interest							
DEPENDABILITY	Completion of Tasks							
	Following Instructions							
	Attention to Detail							
	Persistence							
RELATION WITH OTHERS	Self-Control							
	Honesty							
	Cooperation with Peers							
	Personal Appearance							
	Friendliness							
LEADERSHIP	Aggressiveness							
	Self-Reliance							
	Resourcefulness							
	Mental Alertness							
	Ability to Lead Others							
	Acceptance of Responsibility							
ABILITY AND PERFORMANCE	Learning							
	Judgment							
	Quality of Work							
	Quantity of Work							
	Overall Performance							

(Continued on reverse)

STUDENT EVALUATION (Continued)

What traits may help or hinder the student's advancement? _____

_____

_____

_____

_____

_____

Additional remarks, if necessary: _____

_____

_____

_____

_____

_____

_____ COMPANY OFFICIAL SIGNATURE _____
(Date) and/or

_____ SUPERVISOR _____
(Date)

Please return completed form to:

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Office of Cooperative Experiential Education

CO-OP STUDENT'S END OF THE TERM REPORT

Date _____

Name _____
Last First

Social Security No. _____

Classification _____

Major _____

Work Period No. _____

Work Period Dates _____

INSTRUCTIONS: This report is due in the final week of each co-op work period. All items of the report must be answered. Please feel free to add any additional information. The report should be written from an objective viewpoint and presented in a professional manner. It should be of sufficient detail to fully describe the work and learning experience. Please submit in typewritten form, to the Co-op Ed. Office. Copies will be made and forwarded by the Office to your Department Chairperson and your Co-op employer.

The End of the Term Report is a requirement for continued participation in the Co-op Ed. Program. It also may be a major criteria for determining a student's grade when academic credit is given.

Address _____ (During study term)
No. & Street City State & Zip

Employer's Name _____

Employer's Address _____

Employer's Co-op Coordinator _____ Faculty Advisor _____

Your supervisor on the job _____

Rate of salary per hour/week/month/other _____

Major fringe benefits _____

Nature of work (Please describe in detail) _____

What orientation did you receive at the beginning of your work? _____

Indicate specific requirements of the job, such as any technical knowledge, skills, and personal qualities, etc.

How could you have been better prepared for this job? _____

In what ways was this job meaningful to your academic program at SUCB? _____

In what ways was this job meaningful to your professional or career development? _____

In what ways was this job meaningful to your personal development? _____

What do you consider the best feature of this job? _____

Do you understand the organization chart or structure and the function of each major department or division? Please feel free to add your comments on this question. _____

What do you consider the worst features of this job? _____

To what extent did your supervisor(s) affect your evaluation of this assignment? _____

Were there any special qualifications or requirements for this job? (i.e. citizenship, security clearance, transportation, physical, etc.)

Does this organization offer potential for after graduation employment? _____

What is the likelihood that, if offered, you would accept a permanent position with this employer?

☐ Not likely ☐ Uncertain ☐ Likely ☐ Very likely

Explain (if necessary) _____

What training was available?

☐ formal training program ☐ apprenticeship

☐ on-the-job training ☐ Other (explain) _____

☐ orientation _____

What do you think you contributed to your placement? _____

Please return completed form to:

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Office of Cooperative Experiential Education

POTENTIAL COOPERATIVE EMPLOYER

EMPLOYER _____ DEPT. OR DIV. _____

ADDRESS _____ PHONE NO. _____ EXT. _____

CONTACT PERSON _____ TITLE _____

PRODUCT OR SERVICES OF EMPLOYER _____

_____

_____

EMPLOYER INTERESTED IN STUDENTS IN THE FOLLOWING CURRICULA _____

_____

_____

JOB TITLE _____ ADDITIONAL INFORMATION ATTACHED ☐ Yes ☐ No

BRIEF JOB DESCRIPTION _____

_____

_____

_____

_____

_____

_____

_____

No. of Students Needed _____ Citizenship Required? ☐ Yes ☐ No

First Work Period _____ to _____ Alternating Pair? ☐ Yes ☐ No

Subsequent Work Periods _____ to _____

Form Completed by: _____ Date _____

Return this form to:

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Office of Cooperative Experiential Education

DATE:

MEMORANDUM

TO: Department Chairperson

FROM: Office of Cooperative Experiential Education –

RE: _____ Participation in Cooperative Education Program

The following student has expressed interest in obtaining work experience under the Cooperative Education Program. Would you please indicate whether you would recommend this student for the program.

Student	Recommend	Would not Recommend

COMMENTS:

Signature: _____

OFFICE OF COOPERATIVE EDUCATION

TERM WORK REPORT

Please TYPE or PRINT NEATLY in INK.

NOTE: This report is to aid your Co-op Office in counseling you and dealing with your employer. Problems and comments should, therefore, be in meaningful detail.

NAME _____ PROGRAM _____

EMPLOYER _____ DATE _____

DEPARTMENT _____ ADDRESS _____

JOB TITLE _____ SUPERVISOR _____

TERM _____ _____ _____
(fall, winter, etc.) (1st, 2nd)

DESCRIBE DUTIES PERFORMED THIS TERM _____

_____

_____

_____

LIST THE POSITIONS ON THE CAREER LADDER WHICH ARE AVAILABLE WITH THIS EMPLOYER RELATING TO YOUR FIELD _____

_____

DISCUSS THE FIELD EXPERIENCE IN RELATION TO YOUR EXPECTATIONS AND CAREER GOALS

_____

_____

_____

WERE YOU SATISFIED WITH YOUR WORK EXPERIENCE? HIGHLY____GENERALLY____POORLY____

USE BACK FOR ADDITIONAL COMMENTS.

FOLLOW-UP SURVEY FOR GRADUATES

DIRECTIONS

The following statements express a number of outcomes which might be attributable to cooperative education. Read each statement and reflect on whether it did or did not result from your cooperative program; then circle the response which indicates most accurately the extent to which you agree/disagree with the statement.

Note: by "your cooperative programs" we include: (1) the work experience, (2) classes related to the work experience, and (3) your interaction with faculty coordinators and with your classmates.

	Factor	Strongly Agree	Agree	Uncer-tain	Dis-agree	Strongly Dis-agree
1. I am more aware of where I'm going and how I'll fit in society.	6	SA	A	U	D	SD
2. I am neither more decisive nor persuasive in convincing others to follow my suggestions.	5	SA	A	U	D	SD
3. I am more inclined to keep at a task in order to get the job done	7	SA	A	U	D	SD
4. I have learned that when things do not immediately work out as expected, the best thing to do is to try and hurry them along.	3	SA	A	U	D	SD
5. I no longer see myself as very different from adults with whom I come in contact, and am more often treated as an adult.	2	SA	A	U	D	SD
6. I have learned that it is futile to try to see things from another viewpoint, and I less often make the effort.	5	SA	A	U	D	SD
7. I less often get involved in the types of activities which lead others to depend on me and I'm less willing to accept that responsibility.	5	SA	A	U	D	SD
8. I am more aware of why I succeed in situations where I succeed and fail in those in which I fail.	9	SA	A	U	D	SD
9. I am more willing to make demands upon others and expect them to fulfill those demands.	9	SA	A	U	D	SD
10. I am more honest and open about my immediate feelings, events in my life, and mistakes I have made.	2	SA	A	U	D	SD
11. I did not obtain the feeling of doing a good job, and doing it well.	2	SA	A	U	D	SD
12. I am left unclear as to how I might best present myself to interviewers.	8	SA	A	U	D	SD
13. I am better able to write a resume which presents me in the best possible light.	3	SA	A	U	D	SD
14. I am better able to choose a career that I think will be interesting to me and make me happy.	3	SA	A	U	D	SD
15. I feel that I am more likely to get a job with better pay and a more advanced position.	1	SA	A	U	D	SD

		Factor	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
16.	My classwork seemed less meaningful because I discovered that the best way to learn is on-the-job and classwork is largely irrelevant.	4	SA	A	U	D	SD
17.	I have a better idea about the type of courses that would be useful in my chosen career.	3	SA	A	U	D	SD
18.	I became more confident that I could achieve in an academic setting.	6	SA	A	U	D	SD
19.	I was friendlier towards, and have more contact with, my teachers back at school.	7	SA	A	U	D	SD
20.	When I returned to school I found less reasons for being serious about my classwork.	4	SA	A	U	D	SD
21.	I am more capable of contributing to group efforts.	6	SA	A	U	D	SD
22.	My classroom experiences were of no use to me in helping me better understand my work experiences.	4	SA	A	U	D	SD
23.	I learned a great deal about what my life would be like as a worker on the job I explored in co-op.	1	SA	A	U	D	SD
24.	I did not have an opportunity to work with the latest equipment, nor learn the latest techniques.	7	SA	A	U	D	SD
25.	I had the opportunity to work under conditions where I was being evaluated and where there were rules I had to follow.	9	SA	A	U	D	SD
26.	I learned the types of problems which employers have, and the ways in which they can deal with those problems.	8	SA	A	U	D	SD

National Commission for Cooperative Education

EVALUATING YOUR COOPERATIVE EDUCATION PROGRAM

Purposes and Objectives

1. When and under what conditions was your program established?

2. What are the general purposes and guiding philosophy of your program?

3. What are the specific objectives of your program?

4. If your cooperative program operates in more than one curriculum, do you have objectives unique to individual curricula, as well as objectives common to all?

5. When, and by whom was this statement of goals prepared and adopted, or reviewed?

Organization and Program

6. Background data. Please include the following:

   a. A chart of the structure and relationships within the cooperative education department (please attach).

   b. A chart showing the relationships the cooperative education department has to other units of the institution (please attach).

   c. A list of all the instructional units which operate a cooperative education program.

   d. Total enrollment in each instructional department with cooperative education; the total number of students participating in the cooperative program.

7. What are the titles, functions and responsibilities of:

   a. Each administrative officer in the cooperative education department?

   b. The coordinators of cooperative education?

   c. Each support position in the department of cooperative education (professional and non-professional)?

8. Regarding the cooperative education coordinators, what is your policy with respect to:

   a. Academic freedom?

   b. Rank and promotion?

   c. Tenure?

   d. Sabbatical leaves?

   e. Research?

   f. Funds for attending professional meetings?

   g. Salaries and salary increments?

9. To what extent do coordinators participate in the formulation of policies and programs in the department of cooperative education?

10. What is the nature of the relationship between coordinators and members of the teaching faculty?

11. What is the basic design of your cooperative education program and how does this design help you to achieve the objectives of the program?

   a. What is the mode of operation: alternating, parallel, field, or other?

   b. How long is each cooperative education work period?

   c. How many cooperative work periods are there?

   d. What is the ratio of the total number of months (or terms) of cooperative education work to the total number of months (or terms) of academic study?

12. How do you insure that students will be able to obtain the courses they need upon return from the cooperative work assignment?

13. What are your policies with regard to:

   a. Who pursues the cooperative program and under what conditions?

   b. Academic credit for cooperative work periods?

c. Registration of students for cooperative work periods?

d. Tuition or fee for cooperative work periods?

e. Student reports on their cooperative work experiences?

f. Students who fail to make themselves available for cooperative assignment, who are dismissed from a cooperative assignment for cause, or who otherwise are alienated from the cooperative program?

g. Students taking courses while on cooperative work assignment?

h. Students working while on campus taking courses?

i. Students returning to a previously held cooperative assignment?

j. Evaluation of student performance in cooperative work assignments?

14. Coordinators:

a. What implications do the stated objectives of your cooperative program have regarding the educational background, professional experience, diversity, personal attitudes and characteristics of your coordination staff?

b. How well does your present coordination staff meet these qualifications?

c. How do you encourage and help your coordinators to continue to grow professionally?

d. What are the principal factors contributing to coordinator morale?

e. What policies and practices are of current concern to your coordinators?

15. What are the present student loads of each of your coordinators?

a. Students actively engaged in the cooperative process?

b. Students to be oriented and prepared for subsequent cooperative assignment?

16. What are your policies regarding:

a. Coordinator loads?

b. Coordinator visits to students on cooperative assignments?

c. Coordinator visits to employer representatives?

d. Coordinators teaching courses?

e. Coordinators assuming administrative responsibilities?

f. Outside employment of coordinators?

g. Assignment of students to individual coordinators?

h. More than one coordinator working directly with the same employer?

17. How do you insure that the students' cooperative work assignment will be meaningful and profitable to them?

18. How do you insure effective relationships with employers and agencies with whom your students co-op?

19. What are your policies regarding:

a. Making possible cooperative assignments known to students?

b. Student interviews with potential cooperative employers?

c. Development of cooperative work assignments:

(1) Content of work

(2) Demands and responsibilities for work?

(3) Compensation for work?

(4) Fringe benefits?

20. What proportion of your students have cooperative work assignments in:

a. The metropolitan area in which the institution is located?

b. Outside the metropolitan area but within the state?

c. Outside the state?

d. In foreign countries?

Resources

21. Who is responsible for developing the cooperative education budget? Who approves it?

22. In total dollar amounts, what is your current budget for:

    a. Administrators of the cooperative education department?

    b. The coordinators and/or faculty advisors?

    c. Other professional staff?

    d. Secretarial and clerical staff?

    e. Travel?

    f. Operation (supplies, telephone, etc.)?

    g. Printing?

    h. Miscellaneous (please specify)?

23. What evidence do you have regarding the overall relationship of program costs to program income?

24. In what ways do the physical facilities housing the cooperative education department facilitate the achievement of the purposes of the cooperative education program?

25. What documents regarding your cooperative program, prepared at your institution, do you use?

    a. Brochure or pamphlet?

    b. Student handbook?

    c. Coordinator handbook?

    d. Student newsletter?

    e. Others?

26. Is your cooperative education program effectively presented in the catalogue of your institution?

27. Describe what you view to be the nature of support for the cooperative education program on the part of:

    a. The Board of Trustees

    b. The President

c. The Provost or Academic Vice President

d. The Vice President for Student Affairs or Dean of Students

e. The faculty

f. The students

g. The alumni

h. Other administrative offices such as admissions, registrar, housing, financial aid.

28. What evidence have you that students through their cooperative work experiences are achieving the objectives of your cooperative education program?

29. What evidence have you that the cooperative program is an integral part of the student's total educational experience?

30. How do you draw upon the experiences of students and graduates in evaluating and strengthening your program of cooperative education?

31. What proportion of each of your last three graduating classes of cooperative students have:

a. Continued their education with graduate school?

b. Entered full time employment with a company co-oped with?

c. Entered full time employment with a company not co-oped with?

d. Entered branch of military?

e. Other (specify)

32. What evidence have you that your cooperative education program has had an impact upon:

a. The curricula?

b. Teaching?

c. Student recruitment and admissions?

d. Relationships with the surrounding community?

e. Fund raising?

f. Effective utilization of institutional resources?

33. What evidence have you that your institution has achieved a measure of distinction because of the cooperative education program?